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ABSTRACT

These classroom guides for the daily Cable News Network (CNN) Newsroom broadcasts for the month of March provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guide include: (1) investment terminology, Republican presidential nominations, the shuttle Endeavor, media literacy, future air travel, Guyana, UNICEF programs, World Summit on Social Development, women "pathfinders," and warriors (March 1-3); (2) aromatherapy and other alternative therapies, newsworthiness, interactive screenplays, the Zambezi River, teen radio, and Russian cosmonauts and the Russian MIR space station (March 6-10); (3) child safety in cyberspace, space exploration history, automation, global news events, writing an information interview, White House news, recycling, medicinal plants, and telescopes (March 13-17); (4) postal bar coding, U.S. Immigration Acts, World religions and cultures, surfing the Internet, migrants, scientific form and function, congressional terms, and temperature (March 20-24); and (5) stopping illegal entry, India's caste system, the internet marketplace, "tunnel children" on the border, and threats to Haiti's democracy (March 27-31). (MAS)

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CNN Newsroom Guides: March 1995

by Turner Educational Service

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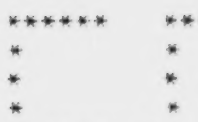

Wednesday, March 1, 1995

ANCHOR DESK

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* Invite your students to investigate a world of information gathering, reporting, editing and writing. Join Turner Adventure Learning for a multimedia journey to the core of CNN. Call 1-800-344-6219 to enroll in this exciting adventure. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:50
TOP STORY	2	The brother of Mexico's former president is named as mastermind in the assassination of a political opponent.	4:00
HEADLINES	3	REPUBLICANS STALL VOTE ON BALANCED BUDGET AMENDMENT...U.S. DEFENSE DEPT. RECOMMENDS 146 BASE CLOSINGS	1:00
BUSINESS DESK	4	Could one trader have been the sole cause of the collapse a 233-year-old British bank?	2:50
OUR WORLD	5	Virginia 8th graders get real-world experience in food shopping on a limited budget.	1:15
CAMPAIGN '96	6	Lamar Alexander tosses his hat into the presidential ring.	:50
MOMS/ PRISON	7	Imprisoned mothers in Chowchilla, CA, talk about life away from their children.	3:00
AROUND THE WORLD	8	Carnival: There are many ways to throw a party!	:30
CLOSE	9		:45

EDITOR'S NOTE: TODAY'S NEWS TERMS

Carlos Salinas de Gortari Jose Ruiz Massieu Luis Donaldo Colosio
assassination 2/3 majority derivatives "repeat offender" Lent

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TOP STORY: MEXICO ASSASSINATIONS

1. Discuss the implications in the accusations made against the brother of Mexico's former president, Salinas de Gortari. What is "obstruction of justice" and why would this charge weigh heavily against an office holder?
2. Why would Mexico's former president attack the current president's economic policies at this time? Discuss this political tactic, have students search the media for others and ask them to look for more in the upcoming U.S. presidential campaign.

BUSINESS DESK: BARINGS CRISIS

3. According to the video, what caused the Barings crisis? What was the agent "gambling" on with the bank's assets? How did a natural disaster undermine this gamble? What safeguards should have been in place to keep this crisis from happening? Why are some experts attributing the crisis more to "a failure of risk management than an abuse of derivatives"?
4. How do different kinds of investments compare in terms of risk and potential yield? Working in groups, have students complete the HANDOUT (pg 3) by explaining each investment type listed. After groups share their explanations, have each categorize the investments as "High"- "Medium"- or "Low"-Risk. Invite an investment counselor to discuss which investments are best suited to different situations.

OUR WORLD: KIDS SHOPPING

5. What does it take to feed a family on a limited budget? Decide on a weekly budget for a "typical family" and challenge each student to make a similar trip to a local market and "purchase" a week's supply of food for their family. Remind them they are acting as heads of household and their purchases should reflect their responsibilities for their family's health.

ON THE TRAIL '96

6. Distribute the HANDOUT (pg 4). Have students make photocopies of the blank HANDOUT and save them for use in profiling future candidates. Then have students research Lamar Alexander and Phil Gramm and fill in the "Bio Boxes" with the appropriate data. Direct students to cut out the boxes and save these for future reference.

MOMS BEHIND BARS: CHOWCHILLA

7. What is a "repeat offender"? Have students identify everyone who is affected by the mothers' incarcerations and discuss. Show this segment again and ask each student to respond in the form of a journal entry or a poem to any statement made by one of the mothers. Have volunteers share these in class.

Mar. 1, 1995 (3)

INVESTMENT INSTRUMENTS

DESK:

DIRECTIONS: There are different ways to invest money, some riskier than others. Use resources, including human resources, such as financial planners, bankers, etc., to help you explain each of the following kinds of investments.

1. derivatives:

2. certificate of deposit (CD):

3. cash investment:

4. commodity futures:

5. bond:

6. annuity:

7. mutual fund:

8. stock:

Share your explanations with the class. On the back of this sheet, use what you have learned to classify each (in general terms) as "High"- "Medium"- or "Low"-Risk investments. How do you think the potential yields would compare in each case? Why? Invite an investment counselor to your class to discuss which investments are best suited to different situations.

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STUDENT HANDOUT: HATS IN THE RING

DIRECTIONS: Former Education Secretary Lamar Alexander and Senator Phil Gramm have announced their intentions to seek the Republican nomination for President in 1996. First, photocopy this page so you can have additional boxes for future candidates. Then, research to learn more about Mr. Alexander and Mr. Gramm and fill in your data in the "Bio Boxes" below. When you are finished, cut out the boxes and save them as references as you follow "Campaign USA '96."

CANDIDATE'S NAME:

AGE:

EDUCATION:

FAMILY:

EXPERIENCE:

NOTABLE ACHIEVEMENTS:

CANDIDATE'S NAME:

AGE:

EDUCATION:

FAMILY:

EXPERIENCE:

NOTABLE ACHIEVEMENTS:

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Thursday, March 2, 1995

ANCHOR DESK

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* Students will see how the tasks of news professionals are linked to the same learning fundamentals of every student in school. Turner Adventure Learning invites you along on a live, interactive, multimedia journey for FREE! Call 1-800-344-6219. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Still lacking one vote, U.S. Senate Republicans promise a showdown over the balanced budget amendment.	5:45
HEADLINES	3	FORMER MEXICAN PRES. DROPS BID TO BECOME LEADER OF WORLD TRADE ORGANIZATION...	:30
SCIENCE DESK	4	The crew of the shuttle ENDEAVOUR is off on a record-breaking mission.	2:35
NEWSQUOTE	5	"Life's aspirations come in the guise of children." -- Rabindranath Tagore (1928)	:20
MOMS/ PRISON	6	(PART II) Therapeutic programs helps kids cope while moms are behind bars.	3:30
GRAMMY WINNERS	7	Among this year's winners are...	:45
CLOSE	8		:50

EDITOR'S NOTE: TODAY'S NEWS TERMS

amendment 2/3 majority ERA Social Security deficit surplus violent crime substance abuse criminal justice intervention

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TOP STORY: BALANCED BUDGET AMENDMENT FIREWORKS

1. Summarize the intent of the balanced budget amendment. How many senators must vote "yes" in order for it to pass in that chamber? Why are some senators opposed to the amendment?
2. Senate Majority Leader Bob Dole has said, "We think this issue will be around whatever happens. We win, we really win...but you know, we may even win if we lose." Ask students to explain what Senator Dole means. If the balanced budget amendment is defeated today, what are the possible political ramifications for both sides? Could a defeat help the Republicans in the long run? Explain.
3. Have students work in groups to conduct random polling of local voting-age adults to determine their support of a balanced budget amendment. Have groups collate their data and determine what percentage favors passage versus the percentage against the amendment. Have the class seek out national polling data and compare their results. Do students agree that this issue "will be around whatever happens"? Ask: Does this issue appear to be important to the average voter? Why/Why not? Discuss.
4. Challenge groups to find out how amendments to the Constitution are ratified. Have groups share their information in a class discussion. Ask: Why did the framers of the Constitution make this process a complex one?

MOMS BEHIND BARS (PART II)

5. To whom is the reporter referring when she speaks of the "forgotten victims" of the inmates' crimes? Have students discuss the ways children are affected by their parents' acts. Ask: In your opinion, are children as affected by their father's incarceration as they are by their mother's incarceration? Explain.
6. What is "second generation crime and incarceration"? According to statements made in the video segment, why does it occur? Discuss the impact an individual's environment has on current and future behavior and solicit examples to support students' statements.

GRAMMY AWARDS

7. Stage your own "Grammy Awards Night." Create a list of music awards categories the "Grammys" may have overlooked. These can be "serious" or silly! In your group, draw up a list of nominees for each category. Then combine the groups' lists, edit for duplication and create the final slates. Vote by secret ballot for a "winner" in each category.

SHUTTLE
DESK: ENDEAVOUR

1. BEFORE VIEWING: Discuss how the space shuttles differ in appearance and capability from their rocket/space capsule predecessors. What features make the shuttle more aptly suited to space experimentation, exploration and equipment repair?

2. AFTER VIEWING: What are the purposes of this mission of the shuttle ENDEAVOUR? How do the ultraviolet telescopes work? Why is the astronomy community so excited about this mission?

3. If this mission of the ENDEAVOUR adheres to its schedule, it will mark the longest stay in space for any shuttle crew to date--16 days. How might an extended stay aboard the shuttle affect its inhabitants, both physically and mentally?
   a. Have students work in groups to research living conditions aboard the shuttle. Groups will want to consider whether/how astronauts can bathe, what kinds of food are available, personal hygiene, etc.
   b. Have groups present their findings in a class discussion.
   c. What possible problems could arise as missions become longer in duration? What suggestions would students offer for dealing with those situations? Discuss.

4. As ENDEAVOUR lifts off and races through Earth's atmosphere, it must exert enough force to escape Earth's gravitational pull. The speed required to do this is known as "escape velocity."
   a. Have students work in groups to complete the chart noting the escape velocity for each planet/moon on the HANDOUT (pg 4).
   b. Groups should use their texts and other resources to research and note the escape velocity in kilometers per second, then calculate the number of kilometers per hour and, finally, convert their data to miles per hour.
   c. After reviewing students' charts, discuss why there are differences in escape velocity among the planets.

5. Divide students into groups. Have each group choose one kind of telescope used by astronomers (e.g., infrared telescope, x-ray telescope, radio telescope) and conduct research to explain how it works and what it is capable of "seeing." Discuss how shuttle technology is redefining what humans can see in space.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

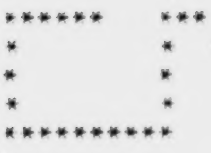
ENDEAVOUR astronomy ultraviolet light galaxy Hubble Telescope

STUDENT HANDOUT: ESCAPE VELOCITY

DIRECTIONS: What determines the speed that a vehicle must attain in order to escape the earth's or any other planet's gravitational pull? Use resources to find the escape velocity for each of the heavenly bodies listed in the chart. First, note the escape velocity in kilometers per second. In the next column, calculate the velocity in kilometers per hour. In the last column, convert the velocity to miles per hour.

	ESCAPE VELOCITY		
HEAVENLY BODY	KM/SEC	KM/HR	MI/HR
EARTH			
MERCURY			
VENUS			
THE EARTH'S MOON			
MARS			
JUPITER			
SATURN			
URANUS			
NEPTUNE			
PLUTO			

Which body requires the greatest escape velocity? Which requires the least? What physical properties account for these differences?



Friday, March 3, 1995

ANCHOR DESK

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* Pack a lunch...travel behind the scenes of CNN's Global Village. *
* Witness news in the making, international news coverage and the *
life of a professional journalist. Call 1-800-344-6219 to enroll.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:40
TOP STORY	2	Pres. Clinton and a few Democratic senators have defeated the balanced budget amendment.	3:15
ON THE TRAIL	3	Indiana Senator Richard Lugar announces his intention to run for the presidency.	:40
EDITOR'S DESK	4	CNN NEWSROOM updates stories from Germany, Mexico and Somalia.	2:50
DEFINITION	5	Poverty is defined as the lack of resources to live adequately by community standards.	:20
SOCIAL SUMMIT	6	Delegates from around the world will gather at the World Summit for Social Development.	2:20
LOOK AHEAD	7	NEXT WEEK: POVERTY IN GUYANA	1:00
MOMS/ PRISON	8	(Part III) Readjustment to life on the outside is a slow process for a formerly incarcerated mom.	3:00
CLOSE	9		:55

EDITOR'S NOTE: TODAY'S NEWS TERMS

Social Security Richard Lugar gender apartheid sober role model

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TOP STORY: DEFEAT OF THE BALANCED BUDGET AMENDMENT

1. How were Democratic senators able to defeat the balanced budget amendment? How many senators voted in favor of the amendment? How many needed to vote for it in order to pass it? Why was more than a simple majority required?
2. What issue allegedly caused the defeat of the balanced budget amendment? What is Social Security? Have students research in groups to learn more about Social Security. Groups should find out when the system was created, why, who pays for it and what its prospects are for the future. Discuss information in class then have groups research this proposed amendment to find its connection to Social Security. Ask: Why is Social Security a political "sacred cow"? Should it be? Discuss.

EDITOR'S DESK/NEWSQUIZ (pg 4)

3. Have students work individually to complete the NEWSQUIZ. When everyone has finished, review the responses then, in groups, have students develop 1-minute "talking points" on each topic. Hold a "Face-Off" between groups and vote on the best delivery per topic. ANSWERS: (1) Electric Vehicle (E-V); (2) G-7 meet on global access; (3) Withdrawal from Somalia; (4) Mexican assassination charge; (5) Barings Bank collapse; (6) Balanced budget amendment to the U.S. Constitution.

PREVIEW: WORLD SUMMIT FOR SOCIAL DEVELOPMENT

4. Why has the upcoming World Summit for Social Development also been called "The Secret Summit"? What are the issues delegates will address at this conference? Why do you think the topic of social development has never been a real "attention grabber"? Have groups of students list suggestions for informing people worldwide of the issues that will be discussed at this summit.

MOMS BEHIND BARS (PART III)

5. Ask: What was the catalyst that altered Becky Villalobos' direction in life? In your opinion, was the price she paid too high? Why/Why not? Engage students in a discussion of their perceptions of parental responsibilities. How do they feel and act when they believe these responsibilities go unmet?
6. Ask students to think of time when they believed their parents shirked their responsibilities to their children. What do they think their parents should have done to make the situation right or whole? Encourage students to express their feelings in a poem. Have volunteers share theirs in class.

MEDIA LITERACY: EDITOR'S OPINION

7. Discuss the difference between "fact" and "opinion" and give examples. Discuss the purpose of editorials and have students distinguish between an editorial and a news story.
8. Distribute a copy of the HANDOUT (pg 3) to each student. Ask each to choose two editorials from any media and analyze for content and the authors' purpose in writing it. When students have completed the HANDOUT, have them compare their positions with those expressed in the editorials.

March 3, 1995 (3)

MEDIA LITERACY:
STUDENT HANDOUT: EDITOR'S OPINION

DIRECTIONS: Choose an editorial from any media to analyze in class. After you have read/heard it, answer the discussion questions below.

1. What is the position of the editor/publisher?
2. What reasons does the editor give to support his/her opinion?
3. What facts does he/she include? (Underline)
4. What opinions does he/she offer regarding this issue? (Circle)

What information is absent from the editorial that you need to make an informed decision? Choosing another editorial on the same or different subject, repeat the process described above using this page as a guide. Complete the log below and write an essay agreeing or disagreeing with the editor, using the information on the log.

==========

ANALYZE AN EDITORIAL AND RELATED NEWS STORY
BY COMPLETING THE FOLLOWING LOG:

State Issue: _____

EDITORIAL

Editor's position: _____

_____

Opinions stated: _____

_____

_____

Facts stated: _____

_____

BRAINSTORM QUESTIONS LEFT UNANSWERED BY THE EDITORIAL ABOVE:

Questions to ask: _____

_____

_____

NEWS STORIES

Facts stated: _____

_____

03/03/95 (4)

THE WORD'S
THE KEY

DIRECTIONS: PART I. Each word or phrase shown below is a key to one of the stories on CNN NEWSROOM this week. "Unlock" the story by identifying the major players and describing the issue. You must use the key word/phrase in your descriptions.

1. auto pollution _____

_____

_____

2. information superhighway _____

_____

_____

3. Operation United Shield _____

_____

_____

4. obstruction of justice _____

_____

_____

5. derivatives _____

_____

_____

6. two-thirds majority _____

_____

_____

PART II. Review the week's video, then prepare a 1-minute speech on one of the topics above to present in group. Send your best speaker on each topic to the class Face-Offs.

Monday, March 6, 1995

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The World Summit for Social Development begins amid fanfare in Copenhagen, Denmark.	2:50
NEWSQUOTE	3	...from Razali Ismail, Malaysian diplomat.	:30
GUYANA	4	(Part I in our series) Guyana's problems are exacerbated by the emigration of many of its most promising citizens.	5:50
LOOK AHEAD	5	TOMORROW: "STREET KIDS" of GEORGETOWN	:30
DID YOU KNOW?	6	Tomorrow is the 30th anniversary of the Civil Rights march in Selma, Alabama.	:30
AROUND THE WORLD	7	Computer users communicate with ENDEAVOUR via Internet...A meteorite strikes Germany.	:30
FUTURE DESK	8	Airlines experiment with ways to minimize paperwork, long waits and luggage hassles.	2:40
CLOSE	9		:55

EDITOR'S NOTE: TODAY'S NEWS TERMS

World Summit for Social Development — Copenhagen — Vatican
Guyana — "Brain Drain" — "smart card" — WILMA — "paper factor"

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TOP STORY - WORLD SUMMIT

1. Summarize the goals of the World Summit meeting in Copenhagen, Denmark, this week. Why do some U.N. members think that social issues deserve more attention than peacekeeping? Do you agree or disagree with them? Explain.
2. Ask students to explain what some world leaders mean when they say the end of the Cold War has resulted in a "Cold Peace." Working in groups, challenge students to find and cut out images of the world in the midst of a "Cold Peace" and bring these pictures to class. Have groups discuss the images depicted and arrange them together on a bulletin board that makes viewers aware of this World Summit.

GUYANA: (PART I) "BRAIN DRAIN"

3. How have conditions worsened in the nation of Guyana since its independence in 1966? What political and economic factors have led to the country's problems? What is a "brain drain" and what ripple effects did it have on Guyana's education and health care systems? Why are some expatriates returning?
4. In preparation for the rest of the series on Guyana, distribute the RESOURCE (pg 4) to students in groups and review. Then have each choose one aspect of Guyana's national identity (e.g., government, economy, customs and traditions), research that topic further and present their findings to the class. Assist groups in compiling their written reports into a reference for classroom use.

FUTURE DESK: FUTURE AIRLINES

5. Discuss ways airlines are using technology to improve service. Do you think any of these methods will boost profitability within the industry? Explain.
6. Have groups predict the success of these innovations by polling air travelers for their likes and dislikes. In groups have students devise questionnaires that ask for travelers' main sources of satisfaction and/or frustration with air travel and solicit their ideas on the aspects of air travel most in need of improvement. Have groups discuss the results of their research and evaluate the technological improvements mentioned in today's FUTURE DESK. To what extent do they address the needs of the travelers in their surveys? Explain.
7. Ask students: How do you think air travel might be different when you are old enough to be a "frequent flier," 10 or 15 years from now? Distribute the HANDOUT (pg 3) to groups of students. Instruct groups to use their creative powers to come up with ideas for the future of commercial flying. Have them write their ideas for each aspect given on the HANDOUT, share their ideas and critique each other's for practicality and efficiency.

March 6, 1995 (3)

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*     *   *   *   *   * *   *  *
***   *   *   *   *   * ****   ***
*     *   *   *   *   * *   *  *
*     *****   *   ***** *    * ***** DESK:  FUTURE AIR TRAVEL
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DIRECTIONS: Today's FUTURE DESK reveals some of the innovations in modern air travel. What will air travel be like when you are old enough to be a "frequent flier"? For each aspect of flying below, write your idea of how it might be different in 10 or 15 years.

1. Passenger transportation within the terminal:

2. Baggage ticketing/baggage claim:

3. On-board meals:

4. On-board entertainment:

5. Airport information systems (flight arrival/departure times, gate locations, etc.):

Share your ideas with the class. Critique each other's suggestions for practicality and efficiency. Which ideas might be best received by (a) the flying public and (b) the airline companies? Explain.

STUDENT RESOURCE: GUYANA: BACKGROUND

Carib- and Arawak-speaking Indians were most likely Guyana's first human inhabitants. European settlement came comparatively late, with the arrival of the Dutch in the 17th century. Soon afterward the Dutch planters imported African slaves and began moving their plantations down river to the more fertile soil. By the early 19th century, Dutch and British planters were reclaiming "polders," or large blocks of coastal land. The 3 Dutch colonies of Essequibo, Berbice and Demerara were ceded to the British in 1814.

Indentured Indians were brought to Guyana to do plantation work after the British freed the African slaves in 1838. Chinese and Portuguese indentured servants came as well, contributing to Guyana's present cultural diversity. The formation of labor unions in the early 20th century paved the way for greater local political autonomy, eventually leading to Guyana's independence in 1966.

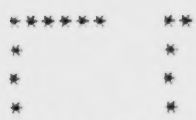
The first 2 decades of Guyana's nationhood were marked by bitter political conflict between its 2 principal ethnic elements. The People's National Congress (PNC) is the black, urban political party that had been led by Forbes Burnham, a lawyer schooled in Britain, until his death in 1985. The PNC first came to power in 1964 as part of a coalition government, winning later elections amid charges of fraud and corruption. The People's Progressive Party (PPP), the party of rural East Indians, the country's largest ethnic group, was headed by Cheddi Jagan, a dentist trained in the U.S.

Guyana has had its share of economic troubles. The PNC government nationalized local bauxite holdings in 1971 and the sugar industry in 1976. The resulting mismanagement and external market problems led the Guyanese government to declare bankruptcy in 1982. Currency restrictions were instituted and imports were reduced. Severe food shortages continue to be a recurring problem in the capital, Georgetown, and is compounded by long-standing territorial disputes with Venezuela to the west and Suriname to the east.

Although rich in ethnic diversity and resources, Guyana has suffered a "brain drain" as thousands of its citizens emigrated to other parts of the world. Dismayed by poverty and lack of opportunities, many Guyanese emigrated to Great Britain, the U.S. and Canada in recent decades. Seeing potential in their homeland, some expatriates have begun to move back.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

"Guyana: History and Government," by B. C. Richardson and "Guyana: People." COMPTON'S ELECTRONIC ENCYCLOPEDIA, downloaded from America Online 3/06/95.



Tuesday, March 7, 1995

ANCHOR DESK

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* Imagine taking students on a FREE, LIVE field trip to the heart of CNN. "Working with Words and Images" airs March 22, 23 and 24, 1995, as Turner Adventure Learning travels LIVE to the Global Village. Call 1-800-344-6219. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Critics wonder if anything concrete will come out of the World Summit on poverty.	3:10
SOCIAL SUMMIT	3	During the 7 days of the World Summit, an estimated 250,000 children will die.	:30
INTERNAT'L DESK	4	For nearly 50 years, UNICEF has been saving children from starvation and disease.	3:45
QUIZ	5	How many of the world's children live on the streets? 30 million	:30
GUYANA	6	(PART II) For Guyana's "Street Kids," poverty is not a social issue, it's a way of life.	5:00
LOOK AHEAD	7	TOMORROW: MAYAQUEST UPDATE	:30
CLOSE	8		:50

EDITOR'S NOTE: TODAY'S NEWS TERMS

Boutros Boutros Ghali Boris Yeltsin John Major UNICEF chaos
developing nations James Grant Audrey Hepburn frustration

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TOP STORY: WORLD SUMMIT

1. Why are some observers critical of the World Summit on Social Development? What is a "non-binding" statement? Do you think such statements have any value? State your rationale.
2. Ask: If you were a Summit delegate, what kinds of information would you need for your own knowledge, as well as to make others aware of global social issues? Distribute the HANDOUT (pg 4) to groups of students. Assist them as they read and research data to complete the facts given, then have them share their information. What other facts would be important to one's knowledge of global social development? Where would one find this kind of information? Discuss.

INTERNATIONAL DESK: UNICEF

3. Discuss UNICEF's origins. In what ways has its mission changed over the years? In what ways has it remained the same?
4. Provide groups with copies of the HANDOUT (pg 3) and ask each to choose four broad categories of UNICEF programs (nutrition, health, etc.) to research and record on the HANDOUT. For each category, groups should provide specific examples including the nation(s) involved, dates and the programs' accomplishments. In a whole-class activity, have groups share their categories and specific programs and point out the nations concerned on a world map.

EXTENSION: Create stickers, banners or use color-coded pins to represent different UNICEF programs. Affix these to a world map to form a wall display on "UNICEF Around the World."

5. What is the role of a "goodwill ambassador"? Discuss some of UNICEF's "goodwill ambassadors" and what they have done for the organization. Direct groups to choose a charitable organization to represent as its "goodwill ambassadors." Each group should learn about its organization's goals, current programs, upcoming fund-raisers, etc., and speak on its behalf to the school community. Have groups track the organizations' activities and post periodic updates around the school.

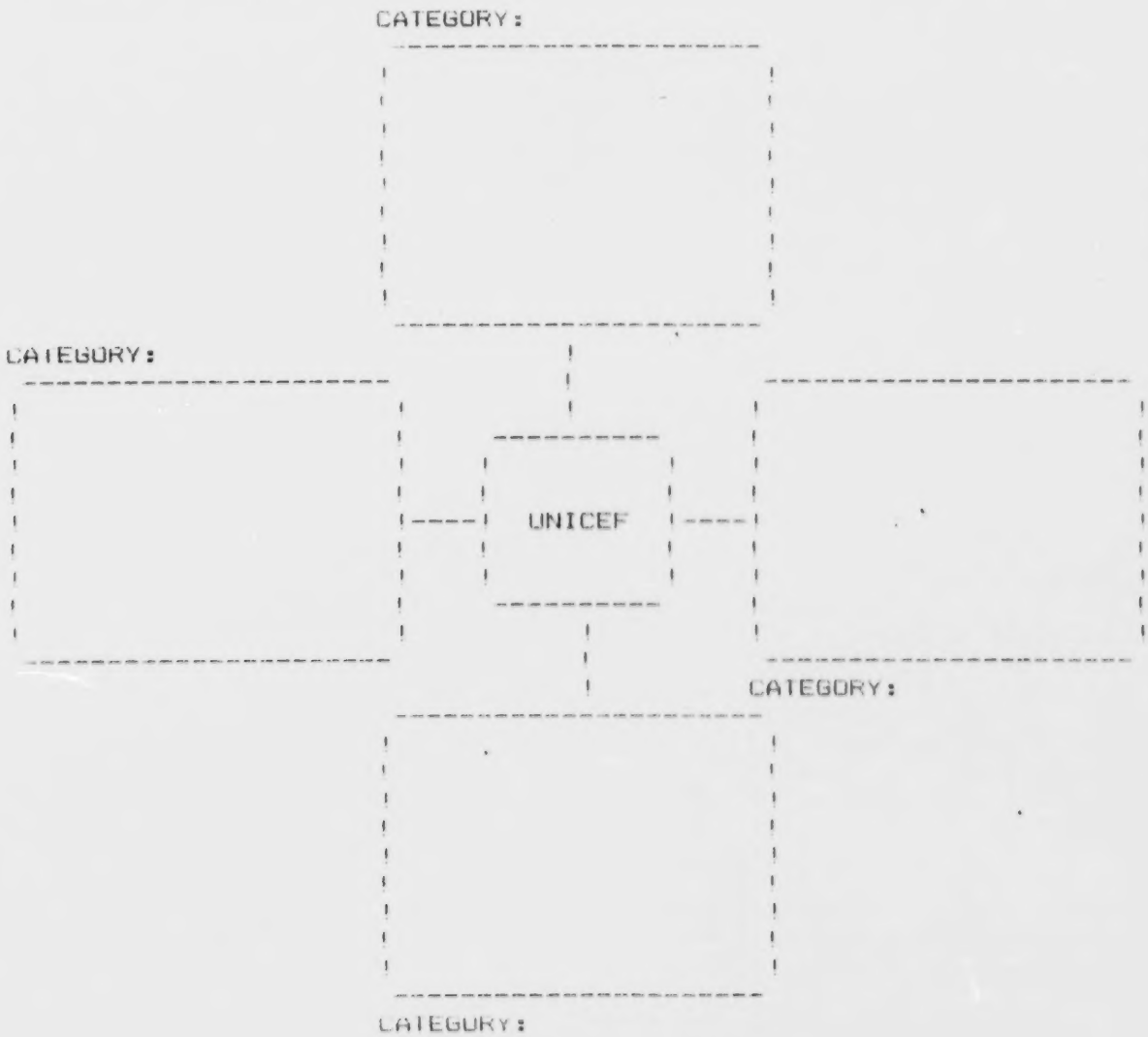
GUYANA (PART II): STREET KIDS

6. What social and economic factors have contributed to the large numbers of children living in Georgetown's streets? Describe what some people are doing to help them.
7. Divide students into groups, then pose this question: What do you think the world community could do to address the problem of "street kids" in nations around the world? Each group should list possible strategies; then, reconvene the class and ask groups to present their ideas. Ask: Where would you get the human and financial resources to promote your ideas? At a time when many industrialized nations are cutting expenses and developing nations have few resources, how would you argue that their contributions are well spent? Discuss.

March 7, 1995 (3)

***** DESK: UNICEF PROGRAMS WORLDWIDE

DIRECTIONS: Using today's INTERNATIONAL DESK and other resources, choose 4 main categories of UNICEF programs and label each box below with a category name. Inside the box, give examples of that kind of program, including where in the world it was carried out and what it accomplished. Be prepared to explain each program and indicate the nations involved on a world map.



STUDENT HANDOUT: SUMMIT FACTS

DIRECTIONS: Suppose you were a delegate to the World Summit on Social Development. What facts would you want to be available to you so that you could understand the world situation and make others aware of it? Some important facts are given below. Read them and use your resources to add information.

The U.N. rates the economic and social progress of countries using an index that weighs factors such as education levels, standard of living and life expectancy. Spain, China and Haiti are examples of nations in the middle of the HIGH, MEDIUM and LOW development categories, respectively. Find other examples of countries in each category:

HIGH DEVELOPMENT:

MEDIUM DEVELOPMENT:

LOW DEVELOPMENT:

Some good news: Since 1960, a majority of the world's population has achieved a medium or high level of development. Estimates in 1992 show 22.3% of the global population in the high development category and 34.5% in the medium development category.

Some bad news: The gap between the richest and poorest nations is growing. What economic factors might you consider in a comparison of rich and poor nations?

Living standards are improving among developing nations, but still they lag behind those of industrial nations. Find recent statistics for:

	DEVELOPING NATIONS (1992 EST.)	INDUSTRIALIZED NATIONS
LIFE EXPECTANCY	63.0 years	_____
ADULT LITERACY RATE	69%	_____

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Adapted from "A world in the balance," US NEWS & WORLD REPORT, 3/6/95, p68.

Wednesday, March 8, 1995

ANCHOR DESK

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* journey to CNN. For more information call 1-800-344-6219. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:40
TOP STORY	2	The World Summit sets the bold goal of eliminating global poverty.	2:35
WOMEN'S DAY	3	Today, the Social Summit will observe International Women's Day...	:20
BUSINESS DESK	4	How do the roles and wages of working women compare with those of their male counterparts?	3:30
DID YOU KNOW?	5	The average life expectancy in Guyana is 61 years for men, 68 years for women.	:20
GUYANA	6	(PART III) UNICEF health workers make house calls as they fight the diseases of poverty.	4:35
MAYAQUEST UPDATE	7	The MayaQuest riders set foot--and wheels-- on an ancient ritual site.	2:05
CLOSE	8		:35

EDITOR'S NOTE: TODAY'S NEWS TERMS

Vatican	ethical	Hillary Rodham Clinton		The World Bank
International Women's Day		white collar professions		wages
Pomeroon River	malaria	superstitions	underworld	ritual

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TOP STORY: THE WORLD SUMMIT ADDRESSES POVERTY

1. Describe the Summit's draft document on poverty. What is included" What is not included? How significant do students think it will be in changing global policy? Explain.
2. According to today's TOP STORY, how many of the world's people are living in poverty? Break the class into discussion groups. Have each group explore the effects of poverty on social structures (e.g., families, communities, nations, etc.) What effect does poverty have on each group? What are the social "costs" of poverty? Organize thoughts using an "idea web" of poverty and its effects. Have groups share their webs on the board or on an overhead transparency.

BUSINESS DESK: WORKING WOMEN

3. According to the video, how do women's wages compare with men's wages around the world? How is education paving the way for more women to enter the workplace and positions of leadership? In what way do women pay a price for "having it all"? According to the National Council of Women, what changes must occur in the workplace, home and society before women can make true gains?
4. Distribute the HANDOUT (pg 3). Have students read the information about each museum and discuss how each of these women were "pioneers" in their fields. What kinds of obstacles do you think each had to overcome to excel in her chosen path? Challenge each group of students to research and present to a female pathfinder a multi-media "tour" of one of these sites or any other monument.

GUYANA (PART III) -- HEALTH CARE

5. Describe a "typical day" for a health care worker on the Pomeroon River. What services does he/she provide?
6. In what ways do superstitions present a challenge to health workers? Brainstorm a list of health superstitions (e.g., preventives, folk cures, etc.) and write them on the board. Discuss these in student groups and divide into three categories: HELPFUL, HARMLESS BUT INEFFECTIVE, HARMFUL. Share and justify your categorizations.

MAYAQUEST UPDATE: REMNANTS OF A CULTURE

7. Why is Calakmul described as a "trouble-making city"? Compare/contrast its treatment of captives with that of modern nations.
8. Have groups research the role of one warrior/soldier group from a past or present culture (e.g., knight, samurai, U.S. Marine, etc.). Using the questions on the HANDOUT (pg 4), have groups record information on the warrior's actions, skills and role in society. Each group should use the data on the HANDOUT as notes for a multi-media presentation on its chosen warrior.

EXTENSION: As a group, write a "soldiers' handbook." explaining your warrior's duties and providing useful information, equipment checklists, etc.

WOMEN PATHFINDERS DESK:

In observance of March, Women's History Month, below are a few monuments to American female "pathfinders" that you can visit:

FIRST PHENOMENAL FEMALE ATHLETE: Babe Didrikson Zaharias Memorial Museum, 1750 I-10 East, Beaumont, TX. A multi-talented athlete, she excelled at every sport she tried. She won 1 silver and 2 gold medals in track and field at the 1932 Olympics, then became a champion golfer, the first American to win the British Women's Amateur title. She got her nickname "Babe" from her home-run hitting skills, much like Babe Ruth's.

FIRST BLACK MILLIONAIRE: Madame C. J. Walker: the Walker Building, 617 Indiana Avenue, Indianapolis. Visit this old headquarters of the business empire founded by Ms. Walker. The former Sarah Breedlove, born in 1867 to ex-slave parents, she made her fortune in health and beauty products and gave generously throughout her life to African-American causes.

FIRST FEMALE ASTRONOMER: Maria Mitchell House, 1 Vestal St., Nantucket, Mass. Ms. Mitchell was the first woman elected to the American Academy of Arts and Sciences, an accomplishment so repulsive to one "unliberated" colleague that he called her an "honorary member" instead of a "fellow." The widow's walk atop this house is where the nation's first female astronomer, born in 1818, was inspired to look upward.

FIRST JUSTICE OF THE PEACE: Esther Morris Cabin, South Pass City, Wyoming. Ms. Morris was appointed Justice of the Peace in this mining town in 1870. She was the first U.S. woman to hold a political office. She tried 28 cases, and none of her decisions were overturned.

FIRST PERSON TO GO OVER NIAGARA FALLS---AND SURVIVE: Annie Edson Taylor: Horseshoe Falls, U.S.- Canadian Border. On Oct. 24, 1901, this schoolteacher from Michigan, trying to land a vaudeville act for herself, plunged over the falls in a wooden barrel, which is on display at the museum on the Canadian side of the falls. The act did not land her a job nor monetary reward. She died a pauper.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

From "Where women made history." by Lynn Sherr and Jurate Kazickas. USA WEEKEND, June 24-26, 1994, p. 16.

STUDENT HANDOUT: THE WAY OF THE WARRIOR

DIRECTIONS: Research the life and role of a warrior/soldier in one past or present culture. Use the questions in the grid below to guide your research. You may wish to cut along the lines and use each square as a notecard as you present your findings to the class.

NAME OF WARRIOR GROUP:

WHEN AND IN WHAT CULTURE DID THIS WARRIOR GROUP EXIST?	WHOM DID THE WARRIOR SERVE? WHAT WAS THE WARRIOR OATH OR CODE OF ETHICS?
WHAT SKILLS AND ABILITIES DID THE WARRIOR NEED TO POSSESS?	DESCRIBE THE WARRIOR'S EQUIPMENT: WEAPONS, CLOTHING, INSIGNIA, ETC.
WHAT COMPENSATION, BENEFITS, OR STATUS DID THE WARRIOR RECEIVE FOR SERVICE?	WHAT SPECIAL RITUALS, BEHAVIORS OR CEREMONIES WERE ASSOCIATED WITH THE WARRIOR?

Thursday, March 9, 1995

ANCHOR DESK

****
* Climb aboard the Turner Adventure Learning electronic school bus.*
* Next stop: The Global Village. "Working with Words and Images" *
* airs March 22 23, and 24, 1995. Hop on for the FREE, LIVE, *
* multimedia journey to CNN. Call 1-800-344-6219 for information. *
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
*** DUE TO TECHNICAL DIFFICULTIES, THERE IS NO CLOSED CAPTIONING ***			
OPENING	1		:40
TOP STORY	2	The U.S. dollar plummets, sending investors to the safety of other currencies.	2:35
HEADLINES	3	TWO U.S. CONSULATE EMPLOYEES IN KARACHI, PAKISTAN, WERE KILLED; A THIRD WAS INJURED.	:20
SOCIAL SUMMIT	4	Denmark's successful social policies make it singularly suited to host the summit.	2:45
SHUTTLE	5	ENDEAVOUR's telescope views a far-off galaxy.	:20
SCIENCE DESK	6	Can a fragrance that smells good be good for you, too?	1:40
DEFINITION	7	Rainforest: a forest of tall trees in a region of year-round warmth, plentiful rain.	:15
GUYANA (PART IV)	8	Once Guyana boasted of its natural resources; rainforest harvesting may change all that.	5:50
CLOSE	9		:15

EDITOR'S NOTE: TODAY'S NEWS TERMS

Federal Reserve yen Deutschemark Benazir Bhutto social welfare
Cheddi Jagan Amerindians sustainable harvesting Barama Company

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TOP STORY: DOLLAR DILEMMA

1. What has happened to the value of the U.S. dollar overseas this week? What is meant by the term "weak dollar"? In general, how does a weak dollar affect U.S. consumers?
2. How are some industries helped by a weak dollar? hurt by it?
   a. Have groups research to create two lists: different businesses that stand to benefit as a result of falling U.S. currency; and, businesses that could lose money when the dollar falls. Groups may want to review today's TOP STORY before researching.
   b. Discuss groups' lists and the action the Federal Reserve is considering to bolster the dollar's value abroad. What sectors of the U.S. economy could be hurt by it? Discuss.

EXTENSION: In groups, research possible ramifications of Federal Reserve action; and, acting as economic advisors to the President, write a "formal recommendation" on the course of action he should endorse.

SOCIAL SUMMIT: WHY COPENHAGEN?

3. Why do Danes think the U.N. chose their country to host the World Summit on Social Development? Describe Denmark's social service system. How is it more comprehensive than many others in the world? What price do Danes pay for this social safety net? Is it worth it? Why/Why not?
4. Have each group of students choose a country to research and profile its social service system. Consider such factors as education, health care and unemployment benefits, among others. Have groups present their findings then, as a class, have students "rank" the nations profiled. Ask: What do you think are some of the problems nations at the top of your rankings encounter (i.e., those who provide the most comprehensive social services)? What do you think the U.S. could learn from other countries' systems?

GUYANA: RAINFOREST HARVESTING (PART IV)

5. What effect has rainforest harvesting had already in Guyana? Describe and discuss the method the Barama Company is using to minimize the impact harvesting has on the environment.
6. What importance do scientists attach to the existence of rainforests? Discuss the benefits derived and list other rainforest regions. Group students and instruct each group to research one rainforest and report to the class the following: the impact harvesting has had on the cultures of indigenous populations; environmental impact; and, any political/social impact on the nation/region as a whole. Share information and compare results. Discuss any patterns and anomalies found and have students explain. Create a wall display indicating the regions where rainforests can be found and include a key indicating the degree to which each has been harvested.

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***** ***** ***** ***** *     * ***** *****        March 9, 1995 (3)
**    *       *   *     * *   * *     *
 ***  *       *   ***   *  *  * *     ***
   ** *       *   *     *   * * *     *
***** ***** ***** ***** *     * ***** ***** DESK:  AROMATHERAPY
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1. BEFORE VIEWING ask: What does "alternative medicine" mean? Ask students to name alternative healing methods and give treatment details, if they are known. Have any of the students benefited from the practice of any one of these methods?

2. AFTER VIEWING ask: Are there any scents that have a particular effect on you, positive or negative? Engage students in a discussion of the motivating or inhibiting factors of certain scents. Is one's reaction biological, psychological or both? Explain.

3. Have students define "aromatherapy." According to statements made in the video, what are the purported health benefits to certain scents? What impact does aromatherapy appear to be having in public places?

4. What occurs in the body when aromatics are inhaled? Lead a discussion of olfactory stimulation; then, working in groups, have students create a graphic representation of the chain of events occurring in the body and the part played by the olfactory lobe and limbic system.

5. Challenge students to investigate several "alternatives" to "modern" medical practice. Distribute the HANDOUT (pg 4) to each group of 6 students. Have them read the directions, then cut the strips, place them in a box or bag and draw one of the alternatives listed to research. Each student should be able to describe:
   a. the method and its underlying philosophy,
   b. the education and/or training required of its practitioners and
   c. how the method is viewed by the medical community.

   Have groups share their results, compare their philosophical bases and discuss the attitudes of the medical community toward these methods. What further information would students most like to have about any one of these methods? Explain.

EXTENSION: Create an interview tool and interview practitioners of one or several of these methods to obtain answers to students' questions above.

---------- EDITOR'S NOTES: TODAY'S NEWS TERMS ----------

aromatherapy alternative medicine essential oils disease

March 9, 1995 (4)

STUDENT HANDOUT: ALTERNATIVE THERAPIES

DIRECTIONS: Aromatherapy is just one of several alternatives to "modern" medical practice. Research one the alternatives below and describe the method, its underlying philosophy, the education and/or training required and how it is viewed by the medical community.

ACUPRESSURE

CHELATION THERAPY

HYPNOTHERAPY

OZONE THERAPY

REFLEXOLOGY

VISUALIZATION

TOP STORY: O.J. SIMPSON TRIAL

1. Who is Mark Furhman? What were his feelings about testifying in the Simpson trial? Why are O.J. Simpson's defense lawyers questioning his professional conduct?
2. Explain why the defense team is likely to cross-examine Det. Furhman aggressively. Discuss: Why is the defense team making race an issue with this witness? What would that do to the prosecution's case?
3. Instruct each student to interview a family member or friend who has ever been called to jury service. Have students find out what kinds of questions potential jurors are asked during the voir dire phase of a criminal case. Did this interviewee feel that he/she had any prejudgments? Have students share information. What constitutional protection does a "jury of one's peers" accord? Can the outcome of a trial be predicted by the make-up of the jury? Discuss.

EDITOR'S DESK/NEWSQUIZ

4. Distribute the NEWSQUIZ (pg 4) to students. Have them work individually to write the correct response to each rhyming clue. ANSWERS: 1-Copenhagen, Denmark; 2-brain drain; 3-dollar; 4-smart card; 5-street kids; 6-MayaQuest; 7-UNICEF. Check answers, then have students create their own rhyming clues for other news stories.

GUYANA (PART V): THE ARTISTS

5. Memorable art has been created out of suffering or difficult social conditions. Have groups research one period (e.g., Great Depression, Holocaust, Stalinist Russia, etc.) and the art the period inspired. Challenge groups to find examples of poetry, paintings, sculpture, music, etc., that reflect the emotions and experiences of the era. Have each group mount an "art show" of its period with brochures, placards and lectures on the artists and artwork.

MEDIA LITERACY: NEWSWORTHINESS

6. Distribute the HANDOUT (pg 3). Discuss the traits that make a story newsworthy. Have groups (a) evaluate a recent news story, (b) record examples of the newsworthy characteristics, with comments, on the HANDOUT and (c) assign a "news-worthiness grade" to their stories. Share stories and comments and have groups justify their grading. Next, have groups select an international event (e.g., the Summit in Denmark), target a country, other than their own, as the audience and plan a newsworthy story for that country. What angles would that audience find newsworthy?

EXTENSION: Challenge groups to write or "broadcast" a highly newsworthy story for their chosen country, one that emphasizes those angles of greatest news interest to that audience.

Friday, March 10, 1995

ANCHOR DESK

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* Pack a lunch...travel behind the scenes of CNN's Global Village. *
* Witness news in the making, international news coverage *
* and the life of a professional journalist. *
* Call 1-800-344-6219 to enroll. *

****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Detective Mark Fuhrman takes the stand in the murder trial of O.J. Simpson.	2:30
HEADLINES	3	U.S. PRES. CLINTON BLASTS PROPOSED CHANGES IN SCHOOL LUNCH FUNDING...REPUBLICAN LEADERS UNVEIL TAX CUT PLAN...	1:00
EDITOR'S DESK	4	CNN NEWSROOM updates stories on the U.N. Summit, the attack on U.S. diplomats in Pakistan and the falling dollar.	3:50
LOOK AHEAD	5	Next week: Images of Africa...	:20
GUYANA	6	(Part V) Artists find inspiration in Guyana's current difficult conditions.	5:20
CLOSE	7		1:15

EDITOR'S NOTE: TODAY'S NEWS TERMS

"bloody glove" Marcia Clark F. Lee Bailey racism
Karachi, Pakistan "dollar weakness" dub poetry

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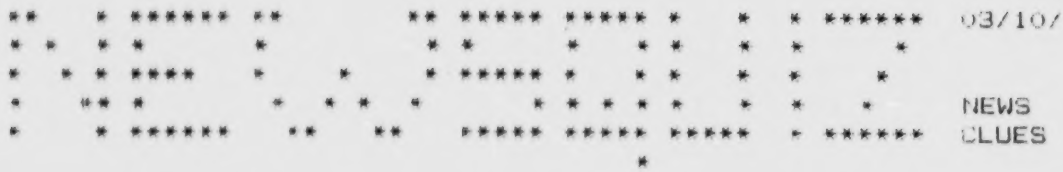

DIRECTIONS: Think you know the news? Try your hand at proving your news knowledge by answering these rhyming clues with people, places and terms from this week's CNN NEWSROOM.

1. Hundreds of delegates meet, all in this place
   To try to solve poverty in the human race.

   _____

2. When conditions make great minds hard to retain
   It is said the nation experiences a "_____ _____."

   _____

3. This currency is solid, but we heard some hollering
   When the news included the falling _____.

   _____

4. For the future of flying, you need not look hard
   To cut ticket hassles, use the "_____ _____."

   _____

5. Their plight is a sad one, of poverty and disease
   In the alleys of Georgetown can be found some of these.

   "_____"

6. Our bikers continue on their journey to see
   Why this ancient civilization ceased to be.

   _____

7. For nearly 50 years, this organization
   Has saved children from poverty and starvation.

   _____

Check your answers, then find other news stories and create rhyming clues. Quiz your classmates and award the high-scorer.

March 10, 1995 (3)

MEDIA LITERACY:
STUDENT HANDOUT: NEWSWORTHINESS

In general, a NEWSWORTHY story possesses many of these traits:

PROXIMITY/IMPACT: Event happened locally, or will directly and personally affect the audience in some significant way.

PROMINENCE: People or places involved are well known.

IMMEDIACY: Event just happened or is happening.

CONFLICT/CONTROVERSY: Event involves physical, emotional or ethical conflict between individuals or groups.

UNIQUENESS: Event is unusual, out-of-the-ordinary.

HUMAN INTEREST: The story features the "human side" of news.

DIRECTIONS: Part I. "Grade" a story from this week's news for newsworthiness. Provide examples and comments in the space below:

STORY TOPIC: _____ NEWS MEDIUM: _____ GRADE: ____

PROXIMITY/IMPACT:

PROMINENCE:

TIMELINESS:

CONFLICT/CONTROVERSY:

UNIQUENESS:

HUMAN INTEREST:

Part II. Imagine you are a journalist in another country. Choose an international event (e.g., the U.N. Summit) and plan a strategy for coverage. What aspects of the event are most newsworthy for your audience? What angle(s) will you develop to heighten interest?

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Mayeux, Peter E. BROADCAST NEWS. Dubuque, IA: Wm. C. Brown Pub., 1991. pp. 5-6.

Monday, March 13, 1995

ANCHOR DESK

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* Next week, take your students to CNN for a behind-the-scenes journey through the world of professional journalism. Call 1-800-344-6219 to enroll in this FREE, electronic interactive field trip. *

****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	As the Social Summit ends, world leaders face the challenge of realizing its goals.	3:25
HEADLINES	3	DEPUTY DEFENSE SECRETARY JOHN DEUTCH IS THE NEW CIA NOMINEE...FLOODS BATTER CALIFORNIA...	1:00
IMAGES OF AFRICA	4	Photographer Greg Kilday shares his pictures and perspectives on the beauty of Africa.	4:55
LOOK AHEAD	5	Tomorrow: Africa's Zambezi River...	:20
FUTURE DESK	6	Interfilm's "Mr. Payback" lets the movie audience control the on-screen action.	2:50
OUR WORLD	7	High school students wait for Westinghouse to name its Science Talent Search winners.	:45
CLOSE	8		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

debt relief	full employment	status quo	wildlife photography
Interfilm	"Mr. Payback"	interactive	"mosaic narrative"

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TOP STORY: WORLD SUMMIT CONCLUSION

1. What steps have the delegates of the World Summit agreed to take toward "wiping out poverty"? How have differences in political ideology contributed to disagreement among nations on how to handle the issue of poverty?
2. How are world leaders/summit delegates assessing the summit and its goals? Distribute the HANDOUT (pg 4). Have students read the quotes carefully, select one and interpret it in essay form, offering his/her reaction. Ask students to rely on their knowledge of the Summit from last week's NEWSROOM coverage and/or use other resources to support their assertions.

IMAGES OF AFRICA: A PHOTOGRAPHER'S STORY

3. Describe emotions Greg Kilday experiences as he photographs African wildlife. What does he mean when he says he addresses the lions "with a great deal of respect"?
4. Besides video photography, what other talents can be used to give others a "picture" of African wildlife? First, discuss the sensory experiences one might have while searching for different animal species in Africa. Group students and have each group choose to use photographs, music, art or any other creative means to convey a sense of traveling on an African safari. Hold an "African Wildlife Experience Day" and invite other classes to share the experiences.

FUTURE DESK

5. Contrast watching "Mr. Payback" with the traditional movie-going experience. Consider the film's content, the audience's role and the theater's atmosphere. Do you think interactive movies will replace traditional films? Explain.
6. What is meant by the term "interactive"? Brainstorm products or experiences that are billed as "interactive" and discuss what they have in common. Have groups research and evaluate one interactive product, event or program. How much interaction is involved? How interesting or sophisticated is the interaction? Have each group present a "review" of its subject, assigning a "thumbs up" or "thumbs down" to the interactive experience and making suggestions for improvement.
7. Distribute the HANDOUT (pg 3) to each group to "retrofit" an existing or original story to make it interactive.
   a. Step 1: Write a plot summary leading up to a key moment of decision.
   b. Step 2: Write three possible choices of what could happen at that crucial moment.
   c. Step 3: Write three different endings, one to correspond to each choice.

   Hold an interactive screenplay reading with the whole class. Have each group read its synopsis. At the "decision point," have the class vote for CHOICE 1, 2 or 3 and listen to the corresponding story ending.

March 13, 1995 (3)

DESK: INTERACTIVE SCREENPLAY

DIRECTIONS: Use the template below to "retrofit" a narrative for interactive theater. First, write a summary of the screenplay leading up to a crucial moment of decision. Think of 3 different events or decisions that could occur in that situation and write in the spaces provided. Use your imagination and cause-and-effect reasoning to determine how each choice would change the ending of the story. Write 3 endings, one to correspond to each "choice." Have classmates "interact" with your screenplay by listening to the story's beginning, selecting one of your choices and then hearing the resulting ending.

NAME OF YOUR SCREENPLAY:_____

PLOT SUMMARY/EVENTS LEADING UP TO DECISION POINT:

DECISION POINT:

CHOICE 1:_____ CHOICE 2:_____ CHOICE 3:_____

_____ _____ _____

POSSIBLE STORY OUTCOMES:

CHOICE 1 ENDING	CHOICE 2 ENDING	CHOICE 3 ENDING

***** **   **   *   March 13, 1995 (4)
*   * * * * *
*   *   * *   * *
********   **   ** STUDENT HANDOUT: SUMMIT QUOTES

DIRECTIONS: Quoted below are statements made by different individuals about the recently completed World Summit on Social Development. Read each quote carefully, then choose one and write an essay that interprets the quote and offers your reaction to it.

"Like slavery in the 18th Century, poverty is a social institution that is destined to die and must die." ---Juan Somavia, Chilean Ambassador to the U.N. and Chairperson of the summit preparatory conference. *

"Total public and private resources are more than sufficient to solve our problems. The real problem is one of priorities." ---Juan Somavia. *

"Holding a social summit without President Clinton is like playing Hamlet without the Prince of Denmark...and that in Denmark." --- Mahbub ul Haq, Special Advisor to the U.N. Development Programme. *

"Women are watching, and are on the move, and vote in bigger numbers every day. That's the news behind the news, my friends. ---Bella Abzug, Co-Chair of the Women's Environment and Development Organization. *

"We must not let our political leaders come here and make pontifical high-sounding statements and then do nothing; we must not let them off the hook."---Razali Ismail, Malaysian Ambassador to the U.N. and Chairperson of informal negotiations on resources and follow-up to the summit. *

"Our common habitat is in danger. We either rise together as humanity, or together fall." ---Nelson Mandela, President of South Africa. **

"We in the United States have come to recognize that it is time to abandon our old model for combating poverty at home based on heavy government."---U.S. Vice-President Al Gore. **

"Well, essentially this conference is a failure because it has an official agenda which is essentially an endorsement of the status quo." ---Michael Chossudovsky, International Peoples Health Coalition. **

----------CNN NEWSROOM: RELIABLE RESOURCES----------
--- * AFP (French Press Agency) Wires, Monday, March 6, 1995.
--- ** CNN NEWSROOM, Monday, March 13, 1995.

Tuesday, March 14, 1995

ANCHOR DESK

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* Imagine taking students on a FREE, LIVE field trip to the heart *
* of CNN. "Working with Words and Images" airs March 22, 23 and *
*   24, 1995, as Turner Adventure Learning travels LIVE to the   *
*   Global Village. Call 1-800-344-6219.   *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Courtroom drama intensifies as F. Lee Bailey cross-examines Det. Mark Fuhrman.	4:00
HEADLINES	3	MORE STORMS POUND RAIN-SOAKED CALIFORNIA...	:30
INTERNAT'L DESK	4	(PART I) Will the current generation doom southern Africa's mighty Zambezi River?	6:00
SCIENCE WINNERS	5	CNN NEWSROOM congratulates these winners in the 54th Westinghouse Science Talent Search	:20
OUR WORLD	6	For some New York teens, radio presents the opportunity of a lifetime.	2:40
CLOSE	7		:45

EDITOR'S NOTE: TODAY'S NEWS TERMS

F. Lee Bailey Mark Fuhrman "celebrity lawyer" "The Fugitive"
cross-examination David Livingstone colonialism bungee jump
the Tonga Nyami Nyami Lake Kariba Black Rhino media
production editing broadcast "high risk" motivate

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TOP STORY: SIMPSON TRIAL

1. Who is F. Lee Bailey? What other famous clients has he defended? Why is his cross-examination of Detective Mark Fuhrman a much-anticipated media event?
2. Working in small groups, have students find real-world and/or Hollywood examples of "courtroom theatrics" to share with the class. How do students think jurors will receive a dramatic presentation or a tense cross-examination? Do they agree or disagree with observers in today's TOP STORY segment who believe courtroom drama should not interfere with substance? Discuss.

INTERNATIONAL DESK: THE ZAMBEZI -- THEN AND NOW

3. Describe the "dramatic changes" the Zambezi River environment has undergone this century. What activities do tourists engage in on the Zambezi? How have they affected the river's ecosystem? Discuss similar impacts on other river systems throughout the world. Are any local waterways affected in the same way?
4. What impact did building the dam have on one of the indigenous cultures? According to the Tonga, is the dam a permanent fixture? What events have occurred that could make the myth real? Ask: Would you characterize the effects of development on the Zambezi ecosystem as "progress"? Why/Why not? Discuss the displacement development creates and its long-term effects on indigenous societies.
5. Lead a discussion of the role a large river system plays in a people's culture. Ask students to be specific, citing examples from local, national and/or international waterways. What role does the Zambezi River play in southern African life? Divide the class into groups to create profiles of the region the Zambezi services. Cut up a map of the region and have each group research its portion, using the HANDOUT (pg 3) to help shape the profile. Groups should include a larger map (specify the size) drawn to show topographical and other features. When everyone is done, "piece" the maps together to create a large wall display.

OUR WORLD: TEEN RADIO

6. Describe the Teen Talk Radio course currently offered in New York's specialized high schools. Besides broadcasting, what other tasks do students enrolled in this course perform? How has the course changed some students' lives?
7. Ask: What would you air if you could host your own radio program? Distribute the HANDOUT (pg 4) and ask students to think about and record their responses. Ask volunteers to share their program formats and reasons for their choices. What life skills could they learn from such an experience? What kinds of things would they hope to "teach" listeners?

March 14, 1995 (3)

DESK: DOWN BY THE ZAMBEZI

DIRECTIONS: Tourists may claim the Zambezi as a playground but, like any other water system, it is also a lifeline. Research the area represented in the section of the map of southern Africa given to your group and create a profile of the people for whom the Zambezi is an integral part of life. Draw an enlarged map of your section, create a key and make a graphic model to accompany your written profiles. Later, your map will be pieced together with those of the other groups to create a large wall display.

PEOPLE/CULTURES:

BACKGROUND/HISTORY (include relationship with neighbors):

ECONOMIC LIFE (include exports/imports; trade/barter relations):

NATURAL RESOURCES:

OTHER FEATURES:

March 14, 1995 (4)

STUDENT HANDOUT: TEEN RADIO

DIRECTIONS: Assume you have just been given the opportunity to host your own 3-hour radio program. What would you have on the air? Think about your responses, then state some of your ideas below.

MY PROGRAM'S FORMAT (Total 180 minutes)

MUSIC: Total approx. _____ minutes

Describe what kinds of music (if any) you would play:

TALK: Total approx. _____minutes

What topics or issues would you consider?

NEWS/FEATURES: Total approx. _____minutes

How much time would you devote to the day's top stories? What guest(s) would you consider interviewing?

ADVERTISEMENTS Total approx. _____minutes

What companies might want to advertise on your program? Why?

Share your ideas and explain why you choose this particular format. What practical skills might you hope to learn that would help you later in life? What would you hope your program would "teach" other students?

Wednesday, March 15, 1995

ANCHOR DESK

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* Imagine exploring the global village from your own classroom. *
* You can! Join Turner Adventure Learning for a LIVE, multimedia *
* journey to CNN. For more information call 1-800-344-6219. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	A U.S astronaut will be part of a Russian space mission for the first time.	3:45
HEADLINES	3	CLINTON STANDS BY HUD SEC'Y CISNEROS... CLINTON AXES IRAN/CONOCO OIL DEAL...	:40
BUSINESS DESK	4	The state of Mississippi has set up shop down South...in Chile.	2:20
LOOK AHEAD	5	TOMORROW: WEIRD BIKES	:20
ZAMBEZI RIVER	6	(PART II) What happens to an ancient culture when the river supporting it disappears?	6:20
CLOSE	7		:50

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

Norm Thagard Vladimir Dezhurov Gennady Strekalov Mir Baikonur
Sputnik space race John F. Kennedy NAFTA "ground floor"
Tonga hydro-electric dam tourism ancestral spirits Mudzimu

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TOP STORY: SOYUZ LAUNCH

1. Discuss the historical significance of this Soyuz launch. In what ways does it demonstrate changes in past U.S.-Russian relations? In what ways is it part of a new future in space exploration and cooperation?
2. Distribute copies of the RESOURCE (pg 4) and, together, read the list of cosmonauts and their accomplishments. Have groups research and compile a similar list of key U.S. astronauts. Challenge each group to use the RESOURCE and its own list to create a diagram (e.g., a variation on a timeline) depicting a "Who's Who" in space travel and showing the changing relationship between the U.S. and Russian space programs over time. Have groups present and explain their diagrams.

BUSINESS DESK: CHILE/MISSISSIPPI BUSINESS PARTNERSHIP

3. Why has the state of Mississippi established an office in Chile? What is NAFTA? What business advantages can Mississippi boast to other NAFTA members, as well as to Chile?
4. What is meant by the term "ground floor" opportunity? Clarify this concept in a class discussion, then challenge student groups to find at least one example of another international "ground floor" opportunity and share it in class. How might an individual, corporation or government go about taking advantage of this opportunity?
5. Ask: If you were a state official and, as in the case of today's BUSINESS DESK, wanted to "sell" your state to another country, how would you do it? Distribute the HANDOUT (pg 3) to groups and have each select a state, research its economic assets and use the HANDOUT to organize its selling points. Using this information, have each group create a presentation designed to promote its chosen state to the best potential international market(s). Encourage groups to offer constructive commentary on each presentation.

THE ZAMBEZI RIVER (PART II): THE TONGA

6. List some of the traditions the Tonga people associate with the Zambezi River. What effect has the dam had on them, their culture and their adherence to traditions?
7. Have groups research one culture group whose traditional lifeways have been altered by large-scale projects such as dams, commercial developments, agriculture, etc. Examples might include Native Americans in Quebec, Bushmen in Botswana and Yanomami in Brazil. Each group should identify the kinds of development affecting the culture group and determine the nature and severity of the impact. Who benefits from the development and in what ways? Who is harmed and to what extent? Have groups present their findings and make recommendations/predictions for that culture group's future.

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***** *   * ***** ***** *     * ***** ***** *****       03/15/95 (3)
*   * *   * **      *   * *   * *     **    **
****  *   *  ***    *   *  *  * ***    ***   ***
*   * *   *    **   *   *   * * *        **    **          "SELL"
***** ***** ***** ***** *     * ***** ***** ***** DESK:  YOUR STATE
```

DIRECTIONS: How would you promote your state to international businesspeople? Research to find the assets you would promote for your chosen state. Organize your ideas by answering the questions below about your state.

STATE OF _____

1. What are some of your state's resources? In what way is your state a "business-friendly" place?

2. What business opportunities exist?

3. Describe some of the economic incentives for another country to do business in or with your state.

4. List some nations that might be interested in doing business in/with your state and explain why you think they would.

5. What other state(s) or country(ies) might be your competition in capturing this international attention? What advantages can your state offer over the competition?

Now, combine your information in a presentation designed to "sell" your state. Gear your presentation toward the country or countries your research has indicated is/are most likely to demonstrate an interest in doing business there.

March 15, 1995 (4)

COSMONAUTS: WHO'S WHO
STUDENT RESOURCE: IN RUSSIAN SPACE EXPLORATION

BEREGOVOY, Georgi T. As pilot of the 1968 Soyuz 3 Earth orbital mission, he led maneuvers with Soyuz 2 and completed the first Soviet rendezvous in space.

GAGARIN, Yuri. Gagarin's single orbit of the Earth aboard the Vostok 1 on April 12, 1961, is regarded as the first true manned space flight in the world.

KOMAROV, Vladimir M. The first Soviet to make 2 space flights--the first in 1964 and again in 1967--Komarov was also the first person to die during a space mission. During the 1967 Soyuz 1 mission, the parachute lines tangled upon the craft's reentry and it crashed.

KRIKALEV, Sergei. Nicknamed "Special K" by his U.S. colleagues, he was the first cosmonaut to fly on a U.S. Space Shuttle, the Discovery mission of February 1994.

LEONOV, Aleksei A. As part of the 1965 Voskhod 2 mission, he was the first person to walk in space. Ten years later, he commanded the Soyuz 19 mission when it linked with the U.S. Apollo craft, the first docking of 2 spacecraft from different countries.

SAVITSKAYA, Svetlana Y. During an orbital and docking mission aboard the Soyuz T-12 in 1984, Savitskaya became the second woman in space and the first woman to perform a space walk.

TERESHKOVA, Valentina V. The Soviets launched 5 Vostok spacecraft between Yuri Gagarin's 1961 mission and the first Voskhod spacecraft mission in 1964. Tereshkova, as pilot of Vostok 6, was the first woman in space flight.

TITOV, Vladimir. In 1988, along with crew mate Musa MANAROV, he stayed aboard the Mir space station for a record-breaking 366 days. In February 1995, he flew on the U.S. Shuttle Discovery.

VOLKOV, Vladislav N., Georgy DOBROVOLSKY and Viktor PATSAYEV. In 1971, this Soyuz 11 crew implemented the first manned orbital scientific station when they docked with the Salyut 1 space station. During reentry, a leaky valve allowed the air in the cabin to escape. All of them died as a result.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

COMPTON'S ELECTRONIC ENCYCLOPEDIA. "Space Travel: Some notable astronauts and cosmonauts." Downloaded from America Online. 3/14/95.

Thursday, March 16, 1995

ANCHOR DESK

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* Witness news in the making, international news coverage *
* and the life of a professional journalist. *
* Call 1-800-344-6219 to enroll. *

DAILY NEWS BRIEFING

*** TODAY, CNN NEWSROOM BRINGS YOU "LIVE" COVERAGE OF THE HISTORIC SOYUZ/MIR DOCKING. THIS SPECIAL LIVE EDITION AIRED AT 3:45 A.M. EASTERN TIME. ***

Title	#	Program Rundown	Time
OPENING	1		:40
TOP STORY	2	A cauldron of ethnic and religious conflicts comes to a boil in Turkey.	3:10
TRIAL UPDATE	3	Marcia Clark and F. Lee Bailey "slug it out" at the Simpson trial.	1:00
SHUTTLE UPDATE	4	SPACE SHUTTLE ENDEAVOUR LANDING: CNN LIVE 2:54 p.m. ET Friday 11:54 a.m. PT	:30
SCIENCE DESK	5	Witness the historic docking of the Soyuz and the Mir space station.	9:00
CLOSE	6		:40

EDITOR'S NOTE: TODAY'S NEWS TERMS

Ankara Islam western orientation inflation Istanbul
stability Tansu Ciller European Customs Union human rights
Soyuz Mir dock cosmonaut Norm Thagard

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TOP STORY: UNREST IN TURKEY

1. What Turkish cities have been the sites of recent riots? How do such disturbances affect the stability of Turkey's government? What do you think political instability does to a nation's economic/political stature in the world community?
2. What is the "east vs. west" culture clash in Turkey? Who are the Kurds? the Islamic radicals? Explain the role of each faction in Turkey's current situation.
3. Have students locate Turkey on a world map. In a class discussion, have students speculate as to the geographic and political factors that have contributed to the disturbances in Turkey. Then, working in groups, have students research to learn more about the history and government of that nation, and share their findings. Discuss: What factors are the basis for the economic, religious and ethnic conflicts that are "tearing at the fragile fabric of Turkish society"?

SOYUZ/MIR DOCKING

4. What different components make up the Mir space station? Distribute the HANDOUT (pg 3) to groups of students. Read and discuss the information given that briefly explains the different modules of this space station and their functions. Challenge groups of students to locate photos or diagrams of Mir and redraw them, labeling the modules. Post the students' works around the classroom.
5. What steps led to this historic U.S./Russia mission? Assign each group of students one decade, beginning with the 1950s to the present. Have each group research its decade of the "space race" between the U.S. and the Soviet Union and present a report to the class. What were the "highs" and "lows" of this international competition? What distinctions can each nation claim? Combine groups' information into a classroom reference on the history of the space race.
6. The joint U.S.-Russian space missions are part of a trend toward international cooperation in space. Have groups search media to find other examples of countries currently working together on space missions or planning to do so in the future. What advantages does international participation confer on a mission or program? Have groups choose one country to "invite" to participate in a joint space project and develop a plan to "sell" that country's leaders/industry on the idea. How would involvement in an international space mission benefit that country? Have groups present their campaigns to the class.

STUDENT HANDOUT: MIR SPACE STATION

DIRECTIONS: Read the following information carefully, then locate a photograph or drawing of the Mir space station and label each of the modules described.

The Russian Mir space station was constructed by docking modules on two ends of a central core. Most of the scientific study and experiments take place in the modules. Below are some of the different parts of this space station:

KRISTALL MODULE -- This is a laboratory for developing space production technology. The Shuttle Atlantis will dock here in June to pick up U.S. astronaut Norm Thagard, who is accompanying Russian astronauts Vladimir Dezhurov and Gennady Strekalov on this historic space voyage. Length of this module: 39 feet; maximum diameter: 14.3 feet.

THE CORE -- The main living area is located here. This is where astronauts eat, sleep and exercise. Length: 43.3 feet; diameter: 13.5 feet.

PROGRESS-M -- This is an unmanned cargo transport designed to resupply the station with food, water, air and propellants. It carries waste and scientific data to Earth. Length: 24 feet; maximum diameter: 8 feet.

KVANT-1 -- A module equipped to study galaxies, quasars and neutron stars is located here. It has a laboratory for viral biological experiments. Length: 19 feet; maximum diameter: 14.3 feet.

KVANT-2 -- Biological research is based in this module; it is also used for Earth observation and spacewalks. The area also has some living space with life support systems, as well as washing facilities. Length: 40.7 feet; maximum diameter: 14.3 feet.

THE DOCKING PORT -- Up to 5 separate spacecraft can dock around this module.

SOYUZ-TM -- This is the spacecraft that transports astronauts/cosmonauts to and from Mir. A portion of the spacecraft known as the capsule is parachuted to Earth's surface on return flights. Length: 25 feet; maximum diameter: 7 feet.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

"A little bit of home in space: Modular space station," by Bob Laird, USA TODAY, March 14, 1995, p. 2A.

Thursday, March 16, 1995

ANCHOR DESK

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stability Tansu Ciller European Customs Union human rights
Soyuz Mir dock cosmonaut Norm Thagard

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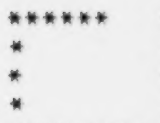

Friday, March 17, 1995

ANCHOR DESK

Next week, take your students to CNN for a behind-the-scenes journey through the world of professional journalism. Call 1-800-344-6219 to enroll in this FREE, electronic interactive field trip.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:35
TOP STORY/ EDITOR'S DESK	2	CNN NEWSROOM revisits the week's TOP STORIES from partnership in space to conflict in Turkey to a U.S. courtroom.	3:40
MAYAQUEST UPDATE	3	The search for answers on the Maya takes the team to grassy mounds and burial grounds.	3:30
ZAMBEZI RIVER	4	(PART III) Poaching, pollution and population threaten this wilderness ecosystem.	6:10
LOOK AHEAD	5	Next week: CNN Correspondent Wolf Blitzer.	:20
CLOSE	6		:45

EDITOR'S NOTE: TODAY'S NEWS TERMS

Baikonur	Marcia Clark	F. Lee Bailey	Istanbul/Ankara
Belize	Tikal	"ancestor veneration"	overpopulation
poaching	black rhino	"safe havens"	Mana Pools Nat. Park

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EDITOR'S DESK/NEWSQUIZ

1. Distribute copies of this week's NEWSQUIZ (pg 4) on space exploration. Have student pairs work to decide whether each "first" listed was accomplished by the U.S., RUSSIA, BOTH countries jointly or NEITHER. Students should also fill in the relevant DETAILS on that "first" to explain their responses. ANSWERS: 1) U.S., Neil Armstrong, 1969; 2) RUSSIA, Salyut 1, 1971; 3) BOTH, current mission; 4) RUSSIA, Yuri Gagarin, 1961; 5) U.S., Pioneer 10 space probe, 1983; 6) RUSSIA, Svetlana Savitskaya, 1984; 7) NEITHER; 8) U.S., Frank Borman, James Lovell, William Anders, 1968; 9) U.S., Sally Ride, Challenger 1983 and 1984.

MAYAQUEST UPDATE

2. Describe the Mayan burial practices discussed in the story. How do these mirror the Mayans' culture and religious beliefs?
3. Research the burial practices of one culture (e.g., mummification in ancient Egypt, cremation in India, etc.). Have groups consider not only the practices themselves, but also the reasons behind them: cultural attitudes about life, death, afterlife, etc. Share and discuss the groups' findings. How much variation do students observe among cultures? Compare and contrast these cultures with students' own culture.

RIVERS OF THE WORLD: THE ZAMBEZI (PART III)

4. List and discuss the threats to the wildlife of Zimbabwe's Mana Pools National Park. What measures is the government taking to preserve the land and animals? Ask: Do you think these measures are appropriate? Explain and justify your position.
5. Have groups research to write a profile of one wilderness area, national park or other place of natural beauty.
   a. Gather information on the land's features, geology, plant and animal life, etc.
   b. Discover what, if anything, threatens the future of the land or its wildlife and what safeguards are in place to protect it.
   c. Evaluate the stewardship of the area. Is its level of protection adequate and appropriate?
   d. Make predictions and recommendations for the future of this wild area.
   e. Present and explain profiles.

EXTENSION: Compile the groups' profiles to form a booklet on the earth's wilderness, including photographs, drawings and maps.

MEDIA LITERACY (pg 3)

6. This week's MEDIA LITERACY page is a parent information sheet on Child Safety in Cyberspace, designed to provide parents of children who use on-line computer services with ideas and resources for "safe surfing."

PARENT INFORMATION:
MEDIA LITERACY: CHILD SAFETY IN CYBERSPACE

As the information superhighway becomes more accessible to "surfers" of all ages, it is important that parents monitor their children's activities on-line and that children understand the on-line "rules of the road."

Peter Banks, director of outreach for the National Center for Missing and Exploited Children, states, "We need to deal with Cyberspace the way we deal with the telephone or mail. It's just another medium, albeit more efficient." There are many educational and informational benefits available on-line. Rather than deny young students accessibility to these networked resources (e.g., news, reference materials, on-line discussions with experts in many educational fields), parents need to teach their children some basic safety rules, says Banks. He recommends parents not allow their children to spend hours at the computer "surfing the 'Net." "We need to know what they are doing. And if that includes learning from our children about how to access services online and what areas children go into, so be it," Banks says.

In addition, experts believe that parents should teach the common sense "rules of the road" before their children ever embark on the information superhighway:

* Never give out personal or family information, such as addresses or phone numbers, online.

* Never respond to abusive or suggestive messages.

* Report any instances of abusive online behavior to a parent.

Some, but not all, on-line services have adult monitors to "watch" kids who "converse" via e-mail or discussion groups. These monitors often enforce on-line etiquette as well. Children who like to e-mail their high-tech "pen pals" around the world need to be reminded to respect each others' right to "speak" and neither promote nor accept rudeness and bad language.

Commercial on-line services offer parental advisories and methods for restricting access to certain areas of the systems. For parents new to Cyberspace, the pamphlet "Child Safety on the Information Highway" offers some suggestions. It is produced by the Interactive Services Association and the Center for Missing and Exploited Children and can be obtained free by calling 1-800-843-5678.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Adapted from: "Before they log on: Teach your children well." U.S. NEWS & WORLD REPORT, 1/23/95, p. 60.

03/17/95 (4)

DIRECTIONS: For each of the following space exploration "firsts," decide whether it was accomplished by RUSSIA, the U.S., BOTH countries together or NEITHER one. Write the correct response in the blank and then briefly explain the details of that "first."

1. First man on the moon: _____

DETAILS:

2. First space station: _____

DETAILS:

3. First mission in which crew members launch in one craft, return in another: _____

DETAILS:

4. First person in space: _____

DETAILS:

5. First object created by humans to leave the solar system: _____

DETAILS:

6. First woman to walk in space: _____

DETAILS:

7. First woman on the moon: _____

DETAILS:

8. First manned flight around the moon: _____

DETAILS:

9. First woman to fly in space twice: _____

DETAILS:

Monday, March 20, 1995

ANCHOR DESK

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* Imagine taking students on a FREE, LIVE field trip to the heart of CNN. "Working with Words and Images" airs March 22, 23 and 24, 1995, as Turner Adventure Learning travels LIVE to the Global Village. Call 1-800-344-6219. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	It's a bird...it's a plane...it's...Basketball's "Superman." Michael Jordan, returning to the NBA!	3:10
HEADLINES	3	IRAQ STILL HOLDS TWO AMERICANS...VIOLENCE IN MIDDLE EAST...QUEEN VISITS SOUTH AFRICA...	1:30
FUTURE DESK	4	Technology is helping the military become more efficient.	3:20
DID YOU KNOW?	5	CNN is viewed in more than 220 countries and territories.	:20
CNN'S GLOBAL IMPACT	6	Instant reporting of global news has far-reaching social and political effects.	4:50
CLOSE	7		1:05

EDITOR'S NOTE: TODAY'S NEWS TERMS

roundball NBA "Windy City" MVP Michael Jordan CNN
Marshall McLuhan correspondent · bureau chief "global village"

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TOP STORY - RETURN OF MICHAEL JORDAN

1. Who is Michael Jordan? Name some of the awards he has received in his sport. Why did he leave professional basketball? Why is he returning to the sport?
2. How are fans reacting to the return of "Air Jordan"? What do you think his return does financially and psychologically for his team?
3. What kinds of physical demands do basketball players face? Working in groups, have students find out the major muscle groups used in playing basketball and report back to the class. Invite a physical education staff member to class to explain how professional basketball players condition themselves to endure this kind of physical stress. What did Michael Jordan have to do to prepare himself for his return to basketball? How might these activities differ from the ways he prepared to play professional baseball?
4. Generate a class discussion about celebrity endorsements of products and how they can affect a business organization's "bottom line." Ask volunteers to name familiar products or services and their celebrity spokesperson. Have students find out what products Michael Jordan endorses. Divide the class into groups and have each select one of these products and research to determine how its company's stock has fared since rumors began about Mr. Jordan's return and share its findings.

CNN'S GLOBAL IMPACT

5. How has instant reporting affected political responses to world events? What are some of the positive and negative effects of instant reporting? What is the origin of the phrase "global village"? How would you define this term? Do you think television news coverage has resulted in the creation of a "global village"? Explain.
6. How might a famous historical event have been received differently had it been reported "live" on CNN? Have each group choose one event, research its details and present an "instant report" of that event to the class. How did the news of that time travel normally? How might a "live" report have changed the outcome or perception of that event? Discuss.
7. In groups, have students analyze and evaluate one news program or publication for its coverage of world events. Distribute copies of the HANDOUT (pg 4) to groups to record each story and the country where it occurred. Each group should note the kind of coverage given (e.g., live or taped video, on-air phone interview, photographs, event summary) and the amount of time that elapsed between the events and the broadcast/publication. Groups should evaluate their news sources for prompt, thorough coverage of world events and share their results and observations with the class.

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DESK: AUTOMATION

1. BEFORE VIEWING: What does the term "automation" mean? How does it differ from simple "mechanization" -- using machines instead of human physical effort? Give examples of each.

2. AFTER VIEWING: Discuss ways automation and mechanization assist in aircraft maintenance at Robins Air Force Base. Describe the machines: what they do, how much time/labor/money they save. What effect do they have on workers' use of time?

3. Have groups explore the use of automation in one industry or sphere of life (e.g., banking, communication, transportation, household appliances).
   a. Find examples of automated procedures and identify how, if at all, these tasks were accomplished in the past.
   b. List advantages/improved capabilities automation confers.
   c. Point out any difficulties/disadvantages associated with automating these processes.
   d. Present an overview of the use of automation in its subject area and choose one example to explain/illustrate in detail.

EXTENSION: Predict: What processes in your area of inquiry may soon be automated? Justify your choices.

4. Consider the impact of increased automation on the economy. Search on-line sources and other media to find articles and studies on the ways automation has affected manufacturing productivity and the labor market. What are some of the more "global" effects of automation, both positive and negative? Share findings and use these as a springboard for a class discussion on the advantages/disadvantages of the trend toward automation. Brainstorm suggestions for maximizing the advantages and/or minimizing the disadvantages in the future.

5. Read Ray Bradbury's short story "And There Will Come Soft Rains," about an automated home of the future. In discussion groups, have students examine the story first for technical accuracy. How well did he predict the future of automation? Identify the author's tone/attitude toward automation and technology. Did he see it as ultimately beneficial or harmful? Groups should share interpretations and support them with passages from the story.

EXTENSION: Write science fiction stories predicting/describing automation in the year 2025.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

"defense drawdown" streamlining automation lean logistics

STUDENT HANDOUT: NEWS OF THE WORLD

DIRECTIONS: Analyze one news program or publication for its coverage of global events. In the table below, note each news event, the country where it occurred and describe the story's coverage (e.g., live or taped video, phone interview, photographs, summary of wire service report). Note also the amount of time that elapsed between the news event and its publication/broadcast.

PUBLICATION/PROGRAM_____ DATE/TIME_____

STORY/EVENT	COUNTRY	COVERAGE	TIME LAPSE

Evaluate your program/publication. Did your news source provide "instant reporting" of global events? Did it encourage a sense of community and understanding, as in a "global village"? Explain.

Monday, March 21, 1995

ANCHOR DESK

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	A poison gas attack on Tokyo's subway kills eight people and injures thousands.	4:30
HEADLINES	3	RUSSIAN ARMY CONTINUES ASSAULT ON CHECHNYA...	:20
INTERNAT'L DESK	4	CNN Moscow correspondent Siobhan Darrow evaluates the war in Chechnya.	3:20
ON THE TRAIL	5	Republican Pat Buchanan announces his candidacy for the U.S. presidency.	:20
BEHIND THE SCENES	6	CNN NEWSROOM presents a profile of Senior White House Correspondent Wolf Blitzer.	4:55
CLOSE	7		:50

EDITOR'S NOTE: TODAY'S NEWS TERMS

urban commuter Tokyo nerve gas lethal toxic fumes Sarin arsenal stockpile terrorism open society Boris Yeltsin investor priority Chechnya Grozny "household name" news conference briefing "inside story" confidentiality

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ANCHOR DESK March 21, 1995 (2)

TOP STORY: TOXIC ATTACK IN JAPAN'S SUBWAY

1. Discuss this comment from today's TOP STORY: "In an open society a determined terrorist can strike almost anywhere." What do you think is meant by an "open society"?
2. Have groups list common security procedures encountered in stores, airports, etc. As a class, discuss the purposes and effectiveness of these measures. Consider also the cost and the amount of delay/inconvenience they cause. How much and what kinds of additional security would be needed to reduce the chances of an attack similar to the one in Japan? Ask: Do you think these are feasible or appropriate measures? Explain.

INTERNATIONAL DESK: AN INTERVIEW ON THE WAR IN CHECHNYA

3. What effect did televising the war in Chechnya have on the Russian people? How does video war coverage differ from print stories? Explore the effects of "images of war." Have groups recall some of the televised war images they have seen and ask their family elders to do the same. What pictures come to mind as people think of each war? What effect did the images have on the viewers and on their attitudes toward that war? Share these recollections in a discussion on televised war coverage. Does it sway public opinion? If so, what are the implications for journalists?
4. Discuss the steps in preparing for and writing an interview story, then distribute copies of the RESOURCE (pg 3). Have groups use the RESOURCE as an analyzing tool while exploring an interview story, either broadcast (as in today's CNN NEWSROOM) or print. Have groups evaluate the reporter's choice of whom to interview. Does the story show evidence of advance research? Does the interviewer demonstrate proper interviewing technique and etiquette? Have groups share their analyses with the class and augment the RESOURCE with additional "do's" and "don'ts" based on their observations.

EXTENSION: Use the RESOURCE and the class's additional pointers as groups prepare and write/tape an interview. Publish/broadcast these in a school newspaper or program.

INTERVIEW WITH CNN WHITE HOUSE CORRESPONDENT WOLF BLITZER

5. How did Wolf Blitzer become a "household name"? Describe his job. What are some things he does to get the "inside story"?
6. Distribute the HANDOUT (pg 4). Using their texts and other resources, have groups of students complete the HANDOUT by summarizing at least one event in each presidency cited. Then ask each student to choose one of those events and write a press release the White House could have issued in response. Have students share their work. Discuss: If you were Wolf Blitzer, Senior White House Correspondent for CNN, what questions might you want answered regarding this statement? How might you get answers to those questions?

STUDENT RESOURCE: THE INTERVIEW STORY

DECIDE WHOM TO INTERVIEW. If you are writing an information interview where your main concern is obtaining information on a topic, choose one or more experts in the field. If your interview is a personality profile, select a person with an engaging personality, a special talent or who has done something unusual or interesting.

SCHEDULE THE INTERVIEW. Ask the person you are interviewing to suggest a time and place. Try to find out how much time the person has to talk so you can pace the interview accordingly.

PREPARE FOR THE INTERVIEW. (1) Research the person or topic so that you can ask intelligent and current questions, ones the interviewee has not already answered a dozen times before. Prior research will save the interviewee from having to waste time explaining the basics to you. (2) Prepare a list of questions to ask. Unless your interview time is very limited, start with a few general, "warm up" questions, then move to more specific ones. Try to avoid simple "yes" or "no" questions. (3) Gather your materials. Make a checklist of equipment (e.g., camcorder, notebook, tape recorder) and make sure everything is working properly before you go to the interview.

HOLD THE INTERVIEW. Be very attentive to everything the interviewee says. Be flexible with your questioning. If the person says something unexpected but interesting, follow up with questions on that subject even if they weren't on your list. If the interviewee does not fully answer a key question, ask it again in different words or ask the person to elaborate/explain. Never interrupt. Do not be afraid of a bit of silence: allow the person time to think.

REVIEW YOUR NOTES/VIDEOTAPE. Look over the material you have gathered while it is still fresh in your mind. If you have any questions, follow up with a phone call to "get your facts straight." If one interviewee contradicts/disputes what an earlier interviewee said, call back to allow each person to explain what he/she meant.

WRITE THE STORY. If your story is informational, choose the parts of your notes or videotape that cover the information you need. If you are writing a profile, select the parts that work with your chosen angle or that will interest your audience. Avoid presenting the person's words "out of context." Make sure you convey not just the words, but also the sense or meaning the person intended.

THANK THE INTERVIEWEE. Be sure to phone or write a note thanking your interviewee for his/her time.

March 21, 1995 (4)

STUDENT HANDOUT: WHITE HOUSE NEWS

DIRECTIONS: (Part I) For each U.S. President listed below, briefly summarize at least one significant event that took place during his tenure. You may use your text and any other resources to help you.

U.S. PRESIDENT	SIGNIFICANT EVENT(S)
THOMAS JEFFERSON	
ANDREW JACKSON	
ABRAHAM LINCOLN	
WOODROW WILSON	
FRANKLIN D. ROOSEVELT	
JOHN F. KENNEDY	

(Part II) Choose one of the events you described and write a press release that could have been issued by the president's press sec'y. or advisor, explaining the event and the president's response. When you are finished, share your work. Discuss: If you were CNN White House Correspondent Wolf Blitzer and you were part of the press corps receiving that release, what other questions would you want answered? How might you get those answers?

Wednesday, March 22, 1995

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Japanese authorities search for the people responsible for Monday's nerve gas attack.	3:45
HEADLINES	3	TURKISH TROOPS MARCH THROUGH NORTHERN IRAQ	:30
FYI	4	A White House study finds the U.S. leading the world in some critical technologies.	:20
BUSINESS DESK	5	When it comes to recycling, a plant in Dalton, Georgia, "has the floor."	1:50
MAYAQUEST UPDATE	6	The MayaQuest team visits a rain forest medicine trail and Mayan ruins in Belize.	3:00
NEWSFACT	7	The Philippines gained independence in 1946.	:30
RESSA INTERVIEW	8	CNN Correspondent Maria Ressa discusses the Philippines, Asia's "tiger cub."	2:50
CLOSE	9		1:10

EDITOR'S NOTE: TODAY'S NEWS TERMS

counter-terrorism, copycats, Belize, Panti Herb Trail, Ferdinand Marcos, Corazon Aquino, contract workers, "tiger cub"

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TOP STORY: JAPAN SUBWAY ATTACK FOLLOW-UP

1. What precautions are U.S. officials taking in the wake of the toxic gas attack on a Tokyo subway? Why is the U.S. also "vulnerable" to a similar attack? What do officials mean when they say the terrorists have "crossed a threshold"?
2. Counter-terrorism experts claim, after an act such as Monday's subway attack, "copycats" constitute their biggest fear. In light of this fact, do students think news of terrorist crimes should or should not be broadcast on the airwaves for millions of people to see and hear? Divide the class into two teams and have each prepare its position for or against media coverage terrorist acts. Then conduct this debate: RESOLVED: The news media will no longer broadcast news of terrorist attacks in an attempt to discourage "copycat" crimes.

MAYAQUEST UPDATE

3. According to archaeologists, what were some of the reasons for the collapse of Mayan civilization? Why were cities in Belize able to survive while other cities in the Mayan empire faltered?
4. Provide groups with copies of the HANDOUT (pg 4) and have them search references to learn about the listed drugs derived from plants. Groups should record on the HANDOUT the names of the plants, where they grow and ways the drugs are used. Space has been provided for groups to record data on additional drugs they discover during their research. Have groups share their findings and identify areas of the world where medicinal plants abound.

EXTENSION: As a class project, create a pharmacological booklet or database on medicinal plants and their applications. Include illustrations of the plants and an annotated world atlas.

CNN'S MARIA RESSA ON THE PHILIPPINES

5. Why do many young Filipinos leave their country? Does this help or hurt the Philippine economy? Explain. What do you think will have to happen to keep more young people at home?
6. To report and interpret today's events, an international correspondent must know his/her assigned country's history. Ask students to imagine they are correspondents assigned to work with Maria Ressa. Challenge the class to compile a "press kit" of important historical information on the Philippines. Have groups choose one event, time period or key person in Philippine history (e.g., independence from the U.S., Ferdinand Marcos, Corazon Aquino) to research then write brief biographies or event summaries. Together, arrange these in chronological order and distribute to the "new correspondents."

1. BEFORE VIEWING: Ask students to name some examples of recycled products with which they are familiar. From what original materials or products is each of these made? Why is there a demand for their "recycled" versions?

2. AFTER VIEWING: What is the carpet manufacturer in the video doing with old carpet? How do these recycled parking stops compare with their concrete counterparts in terms of durability and cost-effectiveness?

3. If you were to visit a landfill, what other kinds of discarded items might you find? Are there any recycling businesses in your area?
   a. Brainstorm to generate a list of landfill items that are not biodegradable. Write the list on the board.
   b. Divide the class into groups. Have each select one of the items (e.g., car batteries, tires, old appliances) and research to find out if there are any local businesses recycle this item.

   If so, direct the group to contact the manager/owner of the business to find out more about the process and share their findings with the class. If not, challenge the group to find out whether it is feasible/cost effective to recycle this item and discuss whether it is a good business prospect.

4. Upon their next trip to any retail store, have students list the brand names and descriptions of recycled products. Direct them also to compare the price of each item with a similar non-recycled item and share their information with the class. Discuss: How do prices of recycled products compare with those of non-recycled items? If the recycled products cost more, how would you attempt to convince consumers the products are worth it?

5. Divide the class into groups. Challenge each to locate one discarded object and create a recycled use for it. Hold a "recycle expo" in your class for groups to demonstrate and display their creations.

EXTENSION: Have students preview mail-order catalogs of recycled products, then use what they have observed to compile their own class catalog highlighting their "products."

---EDITOR'S NOTES: TODAY'S NEWS TERMS---

carpet mill cost-effective initiative landfill

STUDENT HANDOUT: MEDICINAL PLANTS

DIRECTIONS: Search resources to learn about drugs derived from plants. For each drug listed below, write the name of the plant that provides it, places where the plant grows and the drug's medical uses. Spaces have been provided for additional medicinal plants you encounter in your research. Be prepared to share your "pharmacopoeia" of medicinal plants with the class.

DRUG	PLANT	PLANT LOCATIONS	MEDICAL APPLICATIONS
CURARE			
SALICYLIC ACID			
DIGITALIS			
L-DOPA			
MORPHINE			

Thursday, March 23, 1995

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Turkey refuses to yield to international pressure to halt its operations in Iraq.	3:15
U.J. UPDATE	3	The world's most famous house guest, Brian "Kato" Kaelin, takes the witness stand...	1:00
DID YOU KNOW?	4	Hubble Telescope pictures give us a weather forecast for Mars.	:30
SCIENCE DESK	5	You don't need the Hubble Telescope to check out your "backyard universe."	3:35
NEWSQUOTE	6	"Even a child is known by his doings, whether his work be pure, and whether it be right." ---The Bible, Proverbs 20:11.	:20
CHILDREN OF HISTORY	7	Adult children of famous parents talk about what it's like to live with a "legend."	4:40
CLOSE	8		:55

EDITOR'S NOTE: TODAY'S NEWS TERMS

"Operation Twilight" Kurdistan nationalism sovereignty PKK propaganda Ottoman Empire refractor Newtonian Schmidt-Cassegrain the Pleiades Julian Bond Ted Turner Maynard Jackson Jesse Jackson Martin Luther King, Jr.

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TOP STORY: TURKISH MILITARY IN NORTHERN IRAQ

1. What action by Turkey's military has provoked international reaction? How does Turkey defend its position? According to analysts, why are civilian casualties likely?
2. Who are the Kurds? Why is the Kurdistan Workers Party (PKK) the target of this Turkish offensive? In groups, have students research to learn more about the basis for this operation and share their findings. Is this party a threat to Turkey's government? If so, should Turkey have the right to cross into Iraq to deal with it? Discuss.

SCIENCE DESK: BACKYARD UNIVERSE

3. BEFORE VIEWING ask students to define "refraction" and state how it differs from "reflection." AFTER VIEWING ask students to describe the different ways telescopes gather and focus light rays. Which ones use refraction? reflection? Do any use both? Explain. List other optical instruments that use the bending and bouncing of light rays and challenge the class to make ray diagrams showing the path of light rays in each instrument.
4. List the size(s) of telescopes in the video then discuss what these sizes mean. What is the largest telescope? What is gained by increasing size? Does size affect magnification? Why/Why not? What factors limit telescope size? Explain.
5. Note what astronomers in the video say about purchasing a telescope and the different kinds of telescopes astronomers use. Divide the class into groups and distribute copies of the RESOURCE (pg 3) and HANDOUT (pg 4) to each student. Tell the groups they are to use information from the video, the RESOURCE and additional research materials as needed to complete the HANDOUT. When all groups have finished, challenge each to use information from the HANDOUT to develop an illustrated buyer's guide to astronomical telescopes. Make the completed guides available to the school or local astronomy club or hobby shop.

CHILDREN OF HISTORY

6. Compared to the general public, what perception did each child have of his/her famous parent? Describe how "living in the shadow" of that legend affected each child.
7. Ask: What adjectives come to mind when you think of a child of a famous parent? Write these on the board then discuss which adjectives, if any, apply to the individuals in the video. In general, do people have preconceived notions about children of famous parents? Are their notions and expectations always accurate? Discuss.
8. Challenge students to talk to their parents about the ways life would change for everyone in the family if one parent suddenly became famous. Ask students and parents to make individual lists of changes that would likely occur in their relationships, then compare lists. Share experiences and discuss potential positives/negatives of "living with a legend."

March 23, 1995 (3)

*** STUDENT RESOURCE: TO VIEW THE HEAVENS

Since the dawn of civilization humans have gazed skyward and wondered about the twinkling lights decorating the night blackness. Later, people began to study the heavens more scientifically, an important step toward understanding the natural world and using this knowledge for human benefit. The development of the telescope was the key to the great advances in astronomy that took place in the 17th and 18th centuries. Galileo introduced refracting telescopes which use lenses to produce magnified images. Newton pioneered reflecting telescopes which use mirrors to produce images. Now, there are a wide variety of telescopes, including refractors, reflectors and hybrids.

All optical telescopes have the same basic components: an objective (mirror or lens) to gather and concentrate the light, and an eyepiece for viewing the focused image.

Telescopes have 3 functions. First and most important is collection of light. The light coming from celestial objects has traveled an immense distance. Imagine these photons, or bits of light, to be like rain drops. The bigger the bucket, the more collected. Likewise, the greater the surface area of the objective (mirror or lens), the greater the light-gathering power. A 6-inch telescope gathers more light than a 3-inch telescope. Telescopes must also be able resolve objects very close together into distinct images. This is called "resolution." Finally, the telescope must be able to magnify the small images of enormous objects that are very far away.

The simplest telescope is the refractor: a long, strong and heavy tube with a large, convex lens (objective) at one end and a smaller, convex lens (eyepiece) at the other. Incoming light is collected by the objective and the rays are bent toward each other so they converge at the focus of the lens. The rays continue and are bent again so as to be magnified by the eyepiece. This is the image we see.

Reflectors are similar but they use a concave mirror as the objective. Mirrors can be supported easier than lenses, so larger objectives are possible in reflectors. There are also several ways to place the focal point in reflectors; therefore, there are several types, including the Newtonian, Cassegrain and Coude.

Neither reflector nor refractors can photograph adequately large areas of the sky. The solution is a combination of lenses and mirrors, or catadioptric systems. An example of such a hybrid is the Schmidt telescope, which is useful for locating stars and studying quasars, meteors and the sun.

STUDENT HANDOUT: SCOPING OUT TELESCOPES

DIRECTIONS: Use information from the video, the RESOURCE and media resources as needed to complete the following telescope fact sheet. Use the blank spaces under TELESCOPE TYPE to add telescopes of your choosing in order to develop a telescope buyer's guide.

TELESCOPE TYPE	OBJECTIVE	ADVANTAGES	DISADVANTAGES
refractor			
Newtonian			
Cassegrain			
Coude			
Schmidt			
Schmidt-Cassegrain			

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******   ***     ***     *                    Friday, March 24, 1995
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**********     ***     *** ANCHOR DESK_____________________________
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The FBI posts a $4 million reward for two suspects in the Pan Am Flight 103 bombing.	2:55
AROUND THE WORLD	3	Mexico marks the anniversary of an assassination...German police raid neo-Nazis...	:50
EDITOR'S DESK	4	A Japanese sect, Turkish troops and Michael Jordan are among this week's newsmakers.	3:15
QUOTE	5	Sallust on "achievements of the intellect"...	:20
FAST TRACK	6	The world's youngest college graduate talks about education in the "fast lane."	3:20
LOOK AHEAD	7	Next week: immigrants and border towns...	:20
BEYOND THE GAME	8	Even with replacement players, an announcer must always know "who's on first."	2:10
CLOSE	9		1:05

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

Pan Am Flight 103 FBI Internet Libya "Operation Twilight"
accelerated education prodigy replacement players line-up

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TOP STORY: LIBYAN TERRORISTS

1. Why has the FBI added two Libyan terrorists to its "Most Wanted List"? What is the Bureau offering in exchange for information leading to the terrorists' arrest? How has news of this new effort been received by the victims' families?
2. Libya has refused to release the two terrorists to the U.S. for trial. Besides the sanctions in place, what other measures could the world community use to apply pressure to Libya? In groups have students brainstorm a list of possibilities, share lists, then discuss and evaluate each idea in class.

EDITOR'S DESK/NEWSQUIZ

3. Distribute the NEWSQUIZ (pg 4) and review the directions. Set an appropriate time limit for completion, including the "bonus" at the bottom of the page. Have students/teams share their responses and evaluate each other's. Give an award/recognition for the most correct responses. Answers will vary but several categories/themes will have more than one associated story. For example, for "LEGENDS" students might respond "Michael Jordan returned to the NBA this week" and "Children of famous parents spoke out about growing up in the shadow of a legend."

FAST TRACK: MICHAEL KEARNEY

4. Describe Michael Kearney's childhood. What were his parents' reasons for enrolling him in college at such a young age? How has he achieved a kind of "celebrity" status? Do you think Michael was "robbed of his childhood"? Explain.

BEYOND THE GAME: "CALLING" REPLACEMENT PLAYER GAMES

5. How has the Major League Baseball strike affected the job of the sportscaster? What are teams doing to help furnish sports-casters with information about each player? Have groups of students devise questionnaires that might be distributed among replacement players. Challenge each group to use their questions as the basis for a fictitious 2-3 minute "play by play" of a replacement player game. Discuss how knowledge of the players affects the quality of a broadcast.

MEDIA LITERACY

6. Distribute copies of the HANDOUT (pg 3). Have each group analyze the "news choices" made by two newspapers or programs for the same day. Groups should record on the HANDOUT the topics of five major stories and assign these a news value score of 1 to 5, where 5 equals highly valuable. Groups should also briefly explain their reasons for these scores. In a class discussion, have groups share their analyses and consider possible reasons for different media's "news choices," including perceptions about the audience, type of media, competition, budget, sponsors and sources.

March 24, 1995 (3)

MEDIA LITERACY: WHAT'S NEWS?

DIRECTIONS: More events occur each day than could ever be reported. The media must choose what to cover/include in a newspaper or program. In a sense, they must decide "what is news." Analyze the "news choices" made by 2 news programs or newspapers. Record the topics of 5 major stories. Assign each one a news value (5 = highly valuable) and briefly explain your rationale.

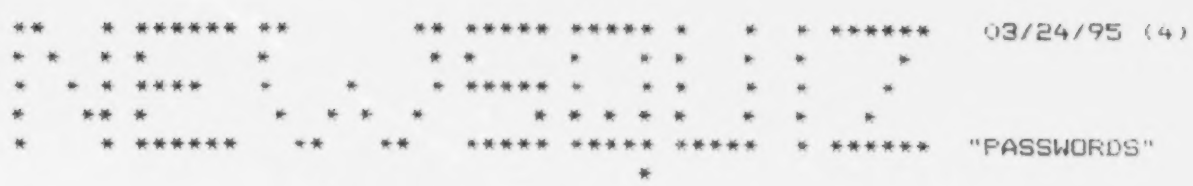
NEWSPAPER/PROGRAM #1:

STORY/TOPIC	NEWS VALUE	RATIONALE
1)	1 2 3 4 5	
2)	1 2 3 4 5	
3)	1 2 3 4 5	
4)	1 2 3 4 5	
5)	1 2 3 4 5	

NEWSPAPER/PROGRAM #2:

STORY/TOPIC	NEWS VALUE	RATIONALE
1)	1 2 3 4 5	
2)	1 2 3 4 5	
3)	1 2 3 4 5	
4)	1 2 3 4 5	
5)	1 2 3 4 5	

Why do you think the media you studied chose the way they did? Consider the role of the following: perceptions about the audience, type of media, competition, budget constraints, sponsors, sources.



DIRECTIONS: "And now it's time to play...PASSWORDS!" Thank you, and welcome, contestants. Here's how to play our game: Below you will see several themes, each encompassing at least one story or headline seen on this week's CNN NEWSROOM. When the scoring official gives the signal, briefly summarize at least one story one could associate with each theme in the space provided. The contestant with the most correct news items wins!

1. SOVEREIGNTY:

2. LEGENDS:

3. TECHNOLOGY:

4. SPACE:

5. TERRORISM:

6. JUSTICE:

BONUS/TIE-BREAKER: "GLOBAL VILLAGE":

Monday, March 27, 1995

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	Iraq sentences two U.S. citizens to prison for straying into its country.	2:55
ON THE TRAIL	3	Alan Keyes is the first African-American to declare candidacy for the 1996 campaign for U.S. president.	:45
ON THE BORDER	4	(Part I) The U.S. Border Patrol's task is formidable: stop illegal entry.	5:05
LOOK AHEAD	5	TOMORROW: INDIA'S CASTE SYSTEM	:40
FUTURE DESK	6	Two postal employees have invented a device that could zip mail to you faster.	3:00
NEWSDATE	7	On this date...1884...1958...	:30
CLOSE	8		1:05

EDITOR'S NOTE: TODAY'S NEWS TERMS

David Daliberti William Barloon diplomacy trade embargo Iraq
economic sanctions Persian Gulf War Kuwait political pawns
Border Patrol Nogales desperate narcotics poverty

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TOP STORY: AMERICANS CAPTIVE IN IRAQ

1. With what "crime" have Americans David Daliberti and William Barloon been charged? What is their sentence? What diplomatic activities are underway to get the men released?
2. According to today's TOP STORY, what may be motivating Iraq's refusal to release the U.S. prisoners? What evidence is given in support for this theory? Why is the U.S. unwilling to end the embargo?
3. Ask: What do you think is meant by the expression "full diplomatic possibilities and military options" for freeing the two U.S. citizens? Brainstorm a list of these options, then divide the class into discussion groups and have each address one option. Groups should consider the option's advantages and disadvantages, its likelihood of success based on past experiences, the message it might send to other nations, etc. Have groups present their analyses; then, as a class, rank the options in some meaningful fashion (e.g., first to last resort, least to most risky).

ON THE BORDER (PART I): THE BORDER PATROL

4. Why are more illegal immigrants choosing the Arizona border for entry into the U.S.? How is the border patrol responding?
5. Why do Mexicans continue to try to cross the border despite the difficulties? Comment on Patrolman McDonald's hope that illegal immigrants will give up trying to cross the border at Nogales. Do you think this is likely? Explain.
6. Under what conditions will people leave their homelands? Have groups research emigrant groups -- past or in the present -- to find out what political, economic or other reasons induced them to leave their native lands. Create a "profile" of each group. Were certain social classes, professions or ethnic groups more likely to leave? Why? How many people left and where did they go? Have groups share the results of their research and use maps to indicate each emigrant group's country of origin and destinations. Discuss the reasons for emigration. Are there similarities or is each case unique? Explain.
7. Distribute copies of the HANDOUT (pg 4). Have groups search their texts and other resources to discover the content of the immigration laws listed. Groups should summarize each law's provisions and list in the table the motivations/reasons for its passage. Assign each group one law to explore in greater depth. They should examine not only the law's stated purposes, but also the historical events, societal attitudes and economic factors that may have shaped it. Have students take additional notes on their tables as each group presents its in-depth analysis.

DESK: POSTAL BAR CODING

1. BEFORE VIEWING: What are some things you think might slow down U.S. Post Office delivery of letters and packages? How might the process of getting millions of pieces of mail from one place to another be made more efficient?

2. AFTER VIEWING: Describe the device created by postal workers Ray Mustafa and Jim Kinstrey. How would the device save money for consumers and the Post Office?

3. What is a bar code? How does it work? Instruct students to find and list as many examples of bar code usage as they can within the next few days. Share their findings in a class discussion, then divide the class into groups and challenge each to come up with a new use for bar coding/scanning. Discuss the pros and cons of each new application.

4. Divide the class into small groups. Have each
   a. choose a brief period in U.S. history;
   b. research the ways a letter may have arrived at its destination during that time and how long it took to get there; and,
   c. present its findings.
   Discuss: What obstacles to timely delivery did the Postal Service and its customers face then and now?

5. How will competition for package delivery and overnight mail affect the U.S. Post Office's existence and operation? Have groups to brainstorm a list of strategies that might enable the Post Office to keep pace with the competition. Share ideas. What must this agency do to keep up with ever-increasing demand while attempting to keep its costs down? Discuss.

6. According to the video, a recent CNN/U.S. NEWS consumer poll found that "87% of Americans are satisfied with the U.S. Postal Service." How do you feel about the service provided? What would you like to see it do differently? Interview adult family members on this topic, then use what you've learned and your own experiences to write letters to the U.S. Postmaster General with some suggestions for improving future service.

EXTENSION: Assist students in learning their zip codes to use on future correspondence to help improve Postal efficiency.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

U.S. Postal Service bar code scan zip code OCR consumer

March 27, 1995 (4)

STUDENT HANDOUT: U.S. IMMIGRATION ACTS

DIRECTIONS: U.S. immigration was unrestricted for the first century after. In fact, the very first act on immigration, in 1864, was designed to encourage immigrants to relocate to the U.S. to help replace the workers killed in the Civil War. Search your texts and other resources to learn about each of the following immigration laws. In the table below record what each act did and the reasons that motivated its passage.

THE ACT	DESCRIPTION	PURPOSES/MOTIVATIONS
THE CHINESE EXCLUSION ACT (1882)		
THE ALIEN CONTRACT LABOR LAW (1885)		
JOHNSON-REED IMMIGRATION ACT (1924)		
McCARRAN-WALTER ACT (1952)		
IMMIGRATION REFORM AND CONTROL ACT (1986)		
IMMIGRATION ACT (1990)		

Explore one of the acts listed above in greater depth as directed by your teacher. What historical events, societal attitudes or economic factors may have contributed to the passage of that law?

Tuesday, March 28, 1995

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
		*** DUE TO TECHNICAL DIFFICULTIES, TODAY'S PROGRAM IS NOT CLOSED-CAPTIONED. ***	
OPENING	1		:45
TOP STORY	2	While it holds two Americans in prison, the Iraqi government continues to push for removal of economic sanctions.	3:00
WHAT IS TELEPIX?	3	A new system allows CNN to bring you video reports from more locations...	:40
INTERNAT'L DESK	4	India's caste system is rooted in centuries of religious doctrine.	3:55
AROUND THE WORLD	5	Winnie Mandela has been dismissed from her post in the South African cabinet.	:30
ON THE BORDER	6	(Part II) The spirit of volunteerism is alive and well in the border town of Nogales.	4:35
THE OSCARS	7	"And the winners are..."	:40
CLOSE	8		:55

EDITOR'S NOTE: TODAY'S NEWS TERMS

biological weapons, Rolf Ekeus, Security Council, blockade, Saddam Hussein, volunteer, stipend, mental abuse, counseling

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ANCHOR DESK March 28, 1995 (2)

TOP STORY: IRAQ'S IMPRISONMENT OF AMERICAN WORKERS

1. Why do you think the issue of the imprisoned Americans has received little attention in Baghdad? What issue is on the minds of most Iraqis? How is the Iraqi government handling its citizens' concerns? What diplomatic efforts are underway on behalf of the Americans?
2. What are biological weapons? With what measure of success have U.N. monitors been able to inspect Iraqi facilities suspected of making these weapons? Have student groups research the recent history of U.N. weapons inspections in Iraq and report their findings to the class. Precisely what issues would have to be resolved in order for the U.N. to lift economic sanctions against Iraq? Discuss.

INTERNATIONAL DESK: INDIA'S CASTE SYSTEM

3. Compare and contrast the lifestyles of the Rajput -- higher caste -- and the Harijans. What are some of the measures the Indian government has taken to help the Harijans?
4. Distribute copies of the RESOURCE (pg 4) to aid students' understanding of India's caste system. Read and discuss the central doctrines of Hinduism and the role of the caste system. Divide the class into five groups: Brahmans, Kshatriyas, Vaishyas, Shudras and Harijans. Challenge groups to role-play a parliamentary discussion on possible changes to the caste system. Using the Hindu beliefs explained on the HANDOUT as a guide, have groups consider the desirability of change for their caste or religion/culture as a whole and argue accordingly.
5. Explore the influence of world religions on adherents' ethical systems, concepts of the afterlife and other aspects of culture. Assign to each group a major world religion; provide groups with copies of the HANDOUT (pg 3) on which to record their research. Have them use the HANDOUT questions to guide them as they create profiles of the religions: the central tenets and doctrines; and, the ways that religion shapes individual behavior and the larger culture. Share groups' profiles, then ask: In which cultures does religion play a major role? a minor role? Explain and give examples.

ON THE BORDER: (PART II) NOGALES VOLUNTEERS

6. How are Maria and Nidia trying to better their community? Why is each woman performing this community service? Describe some of the cases they address.
7. What problems are unique to single parent families? How might these problems be compounded if the family spoke a language different from that of their country of residence? In groups, brainstorm lists of everyday activities in the U.S. that would be more difficult when a language barrier is present. Have groups share their lists and discuss ways to facilitate the transition to a new way of life in difficult circumstances.

March 28, 1995 (3)

STUDENT HANDOUT:
DESK: WORLD RELIGIONS AND CULTURE

DIRECTIONS: Write a profile of your assigned religion. Focus on major tenets regarding believers' actions and their consequences, either during life or after death, and the ways the religion has shaped the larger culture. Use the questions below to guide you and be prepared to share your profile with the class.

WHAT IS THE NAME OF THE RELIGION?_____

WHERE IS IT PRACTICED?_____

LIST SOME OF ITS CENTRAL BELIEFS AND DOCTRINES_____

ACCORDING TO THIS RELIGION, WHAT IS "GOOD" OR ETHICAL BEHAVIOR? HOW SHOULD A BELIEVER ACT? WHAT SHOULD A BELIEVER AVOID?

WHAT ARE THE REWARDS FOR BELIEVING AND/OR ACTING ACCORDINGLY? WHAT ARE THE CONSEQUENCES FOR FAILING TO DO SO?

HOW HAS THE RELIGION INFLUENCED OTHER ASPECTS OF CULTURE (E.G., LAW, COURTSHIP AND FAMILY LIFE, ART, LEISURE, EDUCATION)?

STUDENT RESOURCE: CASTE AND RELIGION

The major religion of the Indian subcontinent, HINDUISM originated over 3,000 years ago; it is impossible to point to a single founder or religious text. Instead, it is an inclusive religion comprised of many sects/schools of philosophy. Nevertheless, there are central beliefs the majority of Hindus share. They worship many gods but all divinities are seen as manifestations of one absolute, unknowable soul or "Brahman." It is the goal of each Hindu to eventually unite his/her individual soul or "atman" with this absolute and universal soul, a process that takes many lifetimes and is connected to the Hindu belief in the transmigration of souls, or reincarnation.

Hinduism holds that all living beings are part of the same essence. Each soul passes through many cycles of birth and death in its journey to Brahman. One's progress through these cycles depends on one's karma, or good and bad deeds in each life. The way to achieve higher status from one life to the next is to accept one's station in life and perform one's duties accordingly. When a person lives up to the responsibilities of his/her class, that person will be born into a higher class in the next life. Ultimately, a person's soul will be freed from the cycle of rebirths and united with the soul of Brahman. This is called "moksha," or salvation.

India's hereditary caste system is closely tied to the belief in karma and reincarnation. According to the tradition, the caste one is born into depends on the karma one has accumulated in previous lives. Each caste accordingly expects respect from inferior castes and gives respect to the higher castes. Each caste has its own myths, traditions and rules that govern diet, marriage and kinship.

There are thousands of caste groups, but they can be organized into 4 main social classes or "varnas." The highest is the influential Brahman or priestly castes who dominate the learned professions. Next are the Kshatriyas, the traditional warriors and rulers of India. The third caste are the Vaishyas. Historically farmers, they are now associated with business. The lowest are the Shudras, most of India's laborers and artisans. Below the Shudras are the castes without a varna or social class. These "outcastes" were once known as "Untouchables" because their occupations were deemed unclean. Largely due to the efforts of Mohandas Gandhi earlier this century, these castes are known now as the Harijan, or children of God, and are given some protection under Indian law, including guaranteed seats in parliament and places in the universities.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

COMPTON'S ELECTRONIC ENCYCLOPEDIA. "India: People and Culture" and "Hinduism." Downloaded from America Online. 3/27/95.

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CLOSE	8		:55

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------

biological weapons	Rolf Ekeus	Security Council		blockade
Saddam Hussein	volunteer	stipend	mental abuse	counseling

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March 28, 1995 (3)

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_____

_____

_____

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_____

_____

_____

WHAT ARE THE REWARDS FOR BELIEVING AND/OR ACTING ACCORDINGLY? WHAT ARE THE CONSEQUENCES FOR FAILING TO DO SO?

_____

_____

_____

HOW HAS THE RELIGION INFLUENCED OTHER ASPECTS OF CULTURE (E.G., LAW, COURTSHIP AND FAMILY LIFE, ART, LEISURE, EDUCATION)?

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Wednesday, March 29, 1995

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:35
TOP STORY	2	Haiti prepares to receive U.S. President Clinton and the U.N. peacekeeping force.	3:45
HEADLINES	3	PRES. CLINTON CALLS FOR OIL EMBARGO OF LIBYA.	:20
ON THE BORDER	4	(Part III) The border police between the U.S./Mexico try to stem the "illegal" tide.	3:35
DEFINITION	5	...of the Internet	:20
BUSINESS DESK	6	The Internet could become the world's largest marketplace.	2:05
THIS DATE	7	...the last U.S. troops leave S. Vietnam.	:15
KID VIDS	8	New Jersey students hit the airwaves!	3:25

** NOTE TO TEACHERS: Participation in "Student Videos" is limited to schools enrolled for licensed use of CNN NEWSROOM. To enroll your school, call 1-800-344-6219 in the U.S. Outside the U.S., the country code is One, the number is 215-579-8590.

CLOSE	9		:25

EDITOR'S NOTE: TODAY'S NEWS TERMS

Jean-Bertrand Aristide, embargo, Moammar Gadaffi, Internet, CD-ROM, undocumented aliens, home page, world wide web, anchor, cues

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TOP STORY:

1. What political circumstances in Haiti led to economic sanctions by the world community? How did many Haitians react to their economic plight? Describe the situation that precipitated U.S. military presence in Haiti. Why is the U.S. military now leaving the island nation?
2. Review today's TOP STORY with student groups, directing them to note problems Haiti is experiencing now, despite a relatively smooth transition of power. Have each group choose one of these problems and research to find another nation that has the same concern, and how its leader is addressing the issue. Challenge each group to present a hypothetical letter from its chosen country's leader to Haiti's President Aristide, offering his/her recommendations to deal with their common problem.

ON THE BORDER: (PART III) POLICE BEAT

3. What is a "border"? Discuss the concept of national boundaries and the kinds of "policing" usually found there. What recent event involving national borders has created a crisis for the Clinton Administration? In what ways is a national boundary an artificial creation?
4. Brainstorm a list of reasons that would impel people to leave their homelands for another. Ask: Under what circumstances did your forebears migrate to the U.S.? Have students compare their responses with the portrayal of migrant life in the video. Distribute copies of the HANDOUT (pg 4) to student groups. Each group should (a) select 5 reasons from among the list of reasons for migrating, (b) research to find a group of people anywhere in the world who migrated for the same reason and (c) tell the special circumstances that forced/impelled the migration. Compare findings and discuss the most prevalent reasons.

EXTENSION: Challenge interested students to research and report to the class the history of Mexican migrant labor in the U.S.

BUSINESS DESK: $URFING THE INTERNET

5. What is the Internet? Who uses it? How has the "NET" become an asset to the business community?
6. Students will need to have access to the INTERNET to complete this activity. Distribute the HANDOUT (pg 3) to groups to find examples of each of the business categories given and write each example, and how one could find it, in the spaces provided. Share data and discuss any other aspects of the business world students encountered by "surfing the 'NET."

STUDENT VIDEO: CABLE KIDS

7. Describe the process students at Hooper Avenue Elementary follow when compiling their news broadcast. How do they select their topics? What kinds of skills are required? What do students learn about objectivity in news reporting?

March 29, 1995 (3)

$URFING THE DESK: INTERNET

DIRECTIONS: You will need to secure access to the Internet to complete this activity. First, read through the list of business items below. Next, find an example of each item on the INTERNET and write it in the space provided. Finally, briefly describe how one could find this information on the 'NET.

1. employment "want ad":

2. government grant:

3. stock/investment information:

4. vacation information:

5. items for sale:

6. business opportunities:

Share your examples and discuss what other aspects of the business world you encountered as you "surfed the INTERNET."

STUDENT HANDOUT: WHO MIGRATES?

DIRECTIONS: Individuals, families, whole peoples migrate for one or even several reasons. Choose 5 of those reasons. For each reason, name one group who migrated in any historical period, then describe the circumstances that acted as a catalyst for the move.

COUNTRY/ORIGIN: _____ COUNTRY/MIGRATION: _____

MIGRANT POPULATION: _____ REASON: _____

SPECIFIC CIRCUMSTANCES:

COUNTRY/ORIGIN: _____ COUNTRY/MIGRATION: _____

MIGRANT POPULATION: _____ REASON: _____

SPECIFIC CIRCUMSTANCES:

COUNTRY/ORIGIN: _____ COUNTRY/MIGRATION: _____

MIGRANT POPULATION: _____ REASON: _____

SPECIFIC CIRCUMSTANCES:

COUNTRY/ORIGIN: _____ COUNTRY/MIGRATION: _____

MIGRANT POPULATION: _____ REASON: _____

SPECIFIC CIRCUMSTANCES:

COUNTRY/ORIGIN: _____ COUNTRY/MIGRATION: _____

MIGRANT POPULATION: _____ REASON: _____

SPECIFIC CIRCUMSTANCES:

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* What's the latest in distance learning? Try on Turner Adventure *
* Learning's next electronic field trip for size. We're going to *
* Berlin to commemorate V-E Day May 10, 11, and 12. Call *
* 1-800-344-6219 to receive training, classroom materials and more! *
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:40
TOP STORY	2	Term limits fail to muster a two-thirds majority in the House of Representatives.	3:30
HEADLINES	3	TWO AMERICANS IMPRISONED IN IRAQ DESCRIBE THEIR ORDEAL...	1:30
ON THE BORDER	4	(Part IV) Underground pipes are home to the "tunnel children" on the border.	4:55
MAYAQUEST UPDATE	5	The MayaQuest team explores the St. Herman Cave for more Mayan clues.	2:00
LEMELSON-M.I.T AWARD	6	The first winner of this $500,000 award is automotive innovator Bill Bolander...	:20
SCIENCE DESK	7	Form doesn't necessarily follow function in these "Weird Bikes."	2:25
CLOSE	8		1:00

---------- EDITOR'S NOTE: TODAY'S NEWS TERMS ----------
term limits repeal tunnel kids cholera hepatitis tuberculosis
Xibalba stalactite crystalline rickshaw form and function

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TOP STORY: U.S. HOUSE VOTE ON TERM LIMITS

1. Give examples of some elected offices in the United States that limit the number of terms a person can serve. Why did yesterday's term limit proposal fail? How is each political party using this failure to its political advantage?
2. Distribute the HANDOUT (pg 4) to groups of students. Have each group use its resources to answer the questions on term limits and present its findings. Then challenge each student to write a position paper for or against term limits, using what he/she has learned from research and discussion.

ON THE BORDER (PART IV): CHILDREN OF THE TUNNELS

3. Describe the tunnel children's lives. Why are they here? What are the Mexican government and other agencies doing to help?
4. Have each group research one agency/charitable organization that works to improve children's lives. Groups should contact their chosen agency to find out where it operates, whom it helps and what services it provides (e.g., education, health care, food). They should also identify the agency's sources of income and try to assess its level of success. Share findings in a class discussion. Evaluate the efficacy of the agencies and point out specific organizations or kinds of programs that might be effective in assisting the tunnel kids.

MAYAQUEST UPDATE: THE CAVE NEAR THE COW

5. Have groups create "Spelunkers' Guides" to some of the world's great caves (e.g., Huautla, Mexico; Dent-de-Crolles, France; Mammoth, U.S.; Holloch, Switzerland). Groups should research the geology, size, plant and animal life of their assigned caves, as well as its exploration, in preparation for writing their guides. Challenge groups to create a sensory "cave experience" for the class, by drawing a map of the cave, building a model of its geologic formations or by creating a slide/audio program of the sights and sounds of the cave.

SCIENCE DESK: BICYCLE DESIGNS

6. Describe the bicycles designed by the architecture students featured in today's SCIENCE DESK. What was the educational purpose of this project? Discuss and evaluate its success.
7. Distribute the HANDOUT (pg 3) to groups. Have groups select four tools, appliances or other products to analyze for compatibility of form with function. Consider how each item is used and how well its design conforms to and assists in its functioning. After recording information and comments on all four items, each group should choose one to redesign, improving its form for ergonomics and user-friendliness. Challenge each group to create a diagram or model of the new design to introduce to the class. Encourage students to provide feedback on the new designs.

March 30, 1995 (3)

DESK: FORM AND FUNCTION

DIRECTIONS: Part I. One credo of design is that form should follow function. That is, a tool or product's design should be consistent with the way people will use it. For example, a cellular phone made of lead could be attractive in form, but it would be too heavy to be very functional. Analyze the design of 4 appliances or other items you use. For each, list its functions and describe its design features in the table below. Under COMMENTS, evaluate the item's design. How and how well does its form enhance its function?

ITEM	FUNCTION	DESIGN FEATURES	COMMENTS

Part II. Redesign one of these items to make it more functional and ergonomic. Make a diagram or scale model of your product's new design. Share your design modifications with the class.

CONGRESSIONAL TERMS:
STUDENT HANDOUT: TO LIMIT OR NOT TO LIMIT

DIRECTIONS: Although polls show that approximately 80% of Americans support term limits for members of Congress, the issue has surfaced as one of the most heated in the first 100 days of the 104th Congress. Use your resources to answer each of the following questions and to help you learn more about this volatile issue.

1. Under this bill, what would the term limits have been for (a) House members and (b) Senators?

2. Would some members of Congress have to leave? Explain.

3. Give some examples of other elected offices -- federal, state or local -- that have term limits.

4. Why do some argue that term limits are necessary?

5. How might term limits affect the way Congress works?

6. What are the arguments of those opposed to term limits?

After discussing your answers with the class, use what you know to write a position paper FOR or AGAINST term limits. Should this issue be brought up again next session? Why/Why not?

Friday, March 31, 1995

ANCHOR DESK

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* Teachers! Connect your students to yesterday's history with *
* today's world events. Turner Adventure Learning celebrates the *
* golden anniversary of Victory in Europe Day with a journey to *
* Berlin May 10-12. Call 1-800-344-6219 to register your class! *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	Violence threatens Haiti's new era of democracy.	3:40
HEADLINES	3	RWANDAN REFUGEES FLEE BURUNDI...JUDGE RULES "DON'T ASK, DON'T TELL" UNCONSTITUTIONAL...	1:00
EDITOR'S DESK	4	CNN NEWSROOM recaps stories of Americans imprisoned in Iraq and the term limits vote.	2:35
ON THE TRAIL	5	Republican Arlen Specter of Pennsylvania throws his hat into the ring.	1:00
OUR WORLD	6	She's equally at home on the dance floor and in math class.	3:15
LOOK AHEAD	7	NEXT WEEK: SIGNS OF CHANGE	1:00
CHECK IT OUT!	8	Ebony, a Black Labrador drug sniffer, retires after 182 drug "collars."	:30
CLOSE	9		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

George Fischer	Mondesir Beaubrun	Mireille Durocher Bertin		
Patrick Moise	Mensa	accelerated	ballet	pointe

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TOP STORY: HAITI CHANGE-OF-COMMAND SHADOWED BY VIOLENCE

1. Who has been implicated in the plot to kill Mireille Durocher Bertin, an outspoken critic of Haiti's President Aristide? How is this person linked to Aristide?

2. How has U.S. President Clinton reacted to the new violence in Haiti and its possible link to President Aristide? If you were an advisor to Pres. Clinton, what would you recommend he say? Have groups research details of this plot, as well as the reasons for President Clinton's support of Pres. Aristide to this point. Challenge each group to act as presidential advisors and collaborate in writing a statement they would issue to indicate Pres. Clinton's view of these latest events in Haiti. Have groups read their statements to the class.

EDITOR'S DESK/NEWSQUIZ

3. Provide each student with the NEWSQUIZ (pg 4) and set a time limit to complete the questions on this week's news stories. When time is up, pass out red pens/markers and go over the responses. For each correct answer, have students fill in the "mercury" of their thermometers 5 or 10 degrees, as indicated. See who knows the "hot news" and who has been "left out in the cold." ANSWERS: 1) water, clay or underworld symbol; 2) Henry Hyde; 3) David Daliberti, William Barloon; 4) Nogales, Arizona, and Nogales, Sonora, Mexico; 5) Harijan; 6) converts a zip code to an 11-digit bar code; 7) Mireille Durocher Bertin.

EXTENSION: Ask each student to write on a slip of paper one additional question from this week's news, along with a "degree value." Collect and assign these at random to see if students can generate a "heat wave" with a correct response.

OUR WORLD: A MATH WHIZ IN BALLET SLIPPERS

4. How does Lauren Cohen share her love of dance with others?

5. Challenge students to serve as mentors to younger students. List students' hobbies, sports and areas of expertise/interest then divide the class into groups by hobby/interest. Have groups consider ways to encourage and assist younger students in that pursuit. What benefits do participants enjoy? What skills/traits does it develop? Have each group draft a letter to students in a lower grade about the activity, offering information, advice and encouragement.

MEDIA LITERACY: TRIVIA SCAVENGER HUNT

6. Distribute the HANDOUT (pg 3). Tell groups they will be going on a media scavenger hunt and that any resources are fair game. They should try to find or calculate the approximate price of each item listed. Give each team a point for an answer that is close to the actual number. ANSWERS: 1) $672 million (6.1 tons worth $5.50/100 lbs.); 2) $40 million; 3) $17.76 million; 4) 0.54 cents; 5) $16,000; 6) $54.9 billion; 7) $129.09; 8) $900; 9) 15 cents; 10) $150 million. Have groups create additional scavenger hunt questions for their classmates to answer.

MEDIA LITERACY:
STUDENT HANDOUT: TRIVIA SCAVENGER HUNT

DIRECTIONS: Use different resources (and your brainpower) to try to "guestimate" the price of each item listed below. Any resources are fair game, from databases to human resources. You may be able to figure some of them out on your own. Remember: you are looking for as precise an estimate as you can find or calculate.

WHAT'S THE PRICE OF:

1. all the potatoes in Idaho (one year's harvest)? _____

2. an "Official Olympic Corporate Sponsorship"? ('96 Summer Games) _____

3. a single mile of interstate highway? _____

4. a single M&M? _____

5. an automatic teller machine (cash not included)? _____

6. all the gold in Fort Knox? _____

7. a one-hour telephone call, at peak time, from Moscow, Idaho, to Moscow, Russia? _____

8. a cat or dog pacemaker? _____

9. a movie ticket in 1917? _____

10. renting the space shuttle for a mission? _____

Check your answers and see how close you came to the actual prices. Use your resources to create 10 "scavenger hunt" questions of your own. See if your classmates can find the answers.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

By Richard Donley, as cited in "Nirvana for home shoppers," USA WEEKEND, Feb. 3-5, 1995, p. 10.

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*    * ******   **   **   *****'***** ***** * ****** GETTING WARMER
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DIRECTIONS: Usher in mild weather by raising the temperature in the Fahrenheit thermometer below. Answer as many questions as you can in the time allotted. Each one is worth either 5 or 10 degrees. As you check your answers with the teacher's help, raise the temperature for each correct response by coloring in the thermometer.

1. Give one reason caves were important to the Maya. (5 degrees)

2. Name the chairman of the Judicial Committee, an opponent of term limits. (10 degrees)

3. List the 2 U.S. citizens held captive in Iraq. (5 degrees EACH)

4. This week's ON THE BORDER series focused on the twin cities of: (5 degrees EACH)

5. Write the new name for the Indian people once called "Untouchables." (10 degrees)

6. Postal workers Ray Mustafa and Jim Kinstrey invented a hand-held barcoder. What does it do? (5 degrees)

7. Name the political opponent of Jean-Bertrand Aristide who was assassinated recently. (10 degrees)